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VOL. XIV
1903 - 1904

EDITORS:

Emilie Poulsson

Laura E. Poulsson

PUBLISHERS:

THE UNIVERSITY OF
THE SOUTH PACIFIC
SCHOOL OF DISTANCE EDUCATION
SUVA, FIJI

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Vol. XIV. No. 1. Price \$1.00 a year. No issues in July and August.

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Vol. XIV. No. 1. Price \$1.00 a year. No issues in July and August.

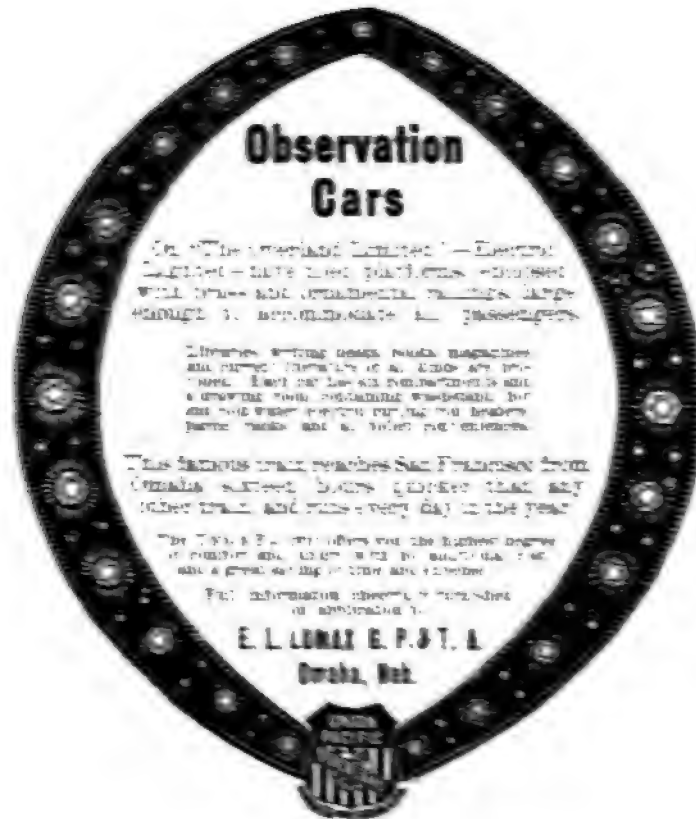
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KINDERGARTEN REVIEW

VOL. XIV. SPRINGFIELD, MASS., SEPTEMBER, 1903.

No. 1.

THE KINDERGARTEN: AN UPLIFTING SOCIAL INFLUENCE IN THE HOME AND THE DISTRICT.*

BY RICHARD WATSON GILDER, NEW YORK CITY.

MY official inviters have shown wisdom in asking one who can lay no claim to the equipment of an educational expert to speak only on that phase of the kindergarten question which is far from technical; which fortunately suggests no mooted question of, shall I say, "High church" and "Low"? and which, in fact, ought not to be considered a question at all. There are still those, I understand, who have never "warmed up" to the kindergarten; who are skeptical as to its philosophy and methods. Even they, I venture to believe, should they look carefully into the practical, popular workings of the system in a community such, for instance, as that in which I live, could hardly fail to be impressed, if not converted, by the things going on under their eyes. That the kinder-

garten is an "uplifting social influence in the home and the district" is so undoubted a fact to those who have had anything to do with efforts for the betterment of the condition of the masses of the people in New York that to attempt to support the proposition with detailed and exact evidence seems to us somewhat like going about to prove circumstantially that light and air, sunshine and happiness, are wholesome elements in the life of the people.

A champion of kindergartens said the other day, when I mentioned my assigned theme, that it was something like asking, What are these parks, these clean streets, doing to make a better community? And yet I remember that before we got our improved tenements and our small parks and cleaner streets in New York, we did marshal our "proofs" of various kinds—generally of a negative character; that is to say, show-

* Address delivered before the Kindergarten Department of the N. E. A., Boston, July 10, 1903.

ing the various evils of darkness and overcrowding. In the case of kindergartens, the testimony offered must mainly be of a positive nature, showing, if possible, actual benefits achieved.

In 1869 an associated effort was begun by men and women who desired to extend the kindergarten system in the metropolis. The kindergarten established in 1877 in connection with the Normal College, and that established in 1878 in connection with the Society of Ethical Culture; and two or three other, either charitable or private, institutions, represented the movement at the beginning of the last decade of the nineteenth century in the then city of New York. The idea of the founders of the association was to establish some model kindergartens under charge of the association and to prevail upon the city to establish kindergartens in connection with the public school system. The things accomplished within the past fourteen years have been extraordinary. The association has now twenty-three kindergartens; twenty-two have been established in the borough of Brooklyn by the Free Kindergarten Society there; and the public school kindergartens number in Greater New York about 362. In addition, there are about 55 public kindergartens of a charitable character, and some 51 private, making in all about 513 kindergartens.

Our special conditions in New York, as every one knows, are peculiar. Our geographical conditions help to bring about an unprecedented

congestion of population. Other American cities have to do with alien populations, but we more than any other. Our population is rushing up toward the four million line (Board of Health estimate for 1902: 3,640,693). We are trying to Americanize this great mass in the best sense of the word. As an example of the obstacles in the way, look at a single element of our population. One of our best Hebrew authorities estimates that there are not less than half a million Jews among us—he is inclined to think that the number approaches 600,000—a number constantly augmenting owing to causes which diplomats and statesmen are now strenuously endeavoring to discuss inside the phrases of diplomacy, a number which is said to be greater than that of any Jewish community that has ever existed. These Jews, many of them, are fresh from eastern countries of Europe; they speak several foreign languages, but have one jargon in common, the Yiddish—spoken with some variations, but still a common means of intercommunication. Far from being a homogeneous people in themselves, they are divided by sectarian and national antipathies and suspicions; they have their full share of local narrowness, brought with them from unhappy European environments; and they are fully equipped with ignorance of and prejudice against the people among whom they live as exiles. In some respects this Jewish immigration contains the most hopeful element for future citizenship that we have. Ask our political reform man-

agers about that—the workers on the East Side!

Then again you know how the Italians are pouring in upon us; we have more than one Little Italy in New York. Dante's, Michaelangelo's countrymen ought to be worth working over into Americans, no matter how troublesome the fresh material offered.

The Census Office has furnished me with the figures for 1900 as to the constituent parts of our city population; they are, indeed, startling. Over one million, two hundred and seventy thousand of us (1,270,080) were actually born in other countries, of whom less than one third are from English-speaking countries. Furthermore there are two million, three hundred and forty thousand (2,239,895) of us both of whose parents are foreign born.

As to the original state of the embryo citizen you get some idea of it, speaking in masses, when you regard the polyglot character of the population. Add to this, poverty and a deplorable herding together in tenements,—the condition of which, though constantly being improved, is still bad enough. As to the individual condition of the children, take one or two illustrations. I had heard of the custom of sewing up, but it was hard to believe except on the personal testimony of the superintendent of one of our public schools which is full of enchanting Raphael faces, who told me that he had made it his duty, himself to rip open, at times, the sewed-on clothes of his pupils. The kindergartner in this

school has also come into contact with the custom more than once. The mothers sometimes actually sew the little creatures up for the whole winter. A boy of eleven had everything sewed on him but his trousers. Sometimes the garment is a sort of unremovable "altogether"; sometimes it consists of six-inch strips of cloth wound around the child and sewed. A kindergartner in the same school, which I visited in a recent warm spell, said that one of the children came every day in a nice, clean skirt—put on over the two, three, four, five, or more other skirts! As the heat of the weather increased, so increased the clothing, till the poor little thing—well, of course, there was a "mother's meeting" between mother and teacher, and the "social uplift" has begun in one home, at least.

As to the manners with which the little ones are often familiar at home, Jacob Riis, when I asked him for a hint, said that the remark of the boy to Miss Addams at the Hull House was typical. There was a picture of a harvest scene—the woman reclining, the man standing by quietly mopping his brow. After looking at it attentively the boy said: "Well, he knocked her down, did n't he?"

You cannot catch your citizen too early in order to make him a good citizen. The kindergarten age marks our earliest opportunity to catch the little Russian, the little Italian, the little German, Pole, Syrian, and the rest and begin to make good American citizens of them. And your little American-born citizen is often in

quite as much need of early catching and training.

You all know what material the New York kindergartens have to deal with, and you know in a general way how they deal with it—especially in school hours. You know how the plays, stories, and occupations are continually changing and freshening with seasons, events, and circumstances. You know that the work of the hands is lifted from boredom and degradation; and that the idea of service—household service and all other—is ennobled. You know that it is instilled into the tender brain that there is a right way to do things, and that it is worth while to do things in the right way. You know how cleanliness and courtesy are taught, and mutual helpfulness; and many other things, useful, joyous, refining.

The direct effect upon the children it is easy to grasp. The teachers will tell you that not only surly young ones soon succumb to the amiable environment, but that the difference in the average child is quickly perceived. The children are brought into a new social order; they are taught to have regard for one another, and they do acquire such regard—along with a new and highly valuable respect for law and order. A physician of the tenements tells me that “the children who have been in kindergartens show a willingness to abide by a rule that is for the good of all; they understand pulling along together.” Here, you see, is the very root of the social spirit.

But there is, of course, more done than that which is done directly with

the children in the school. No one can speak of the kindergarten without including the work of the mothers’ meeting and club, with library annex; the teaching there of games and of handiwork along with practical discussions, on food, cooking, sleep, play, open air, cleanliness, health; on manners, housework, overstimulating of young children, and the like; sometimes with talks by physicians of incalculable benefit to uninstructed parents. A vital element of the kindergarten, too, is the visitation on the part of the teachers of the homes of the children. Then there are the mothers’ and fathers’ visits to the kindergartens, and occasionally, I am glad to say, there are fathers’ meetings also. Perhaps hitherto the father has been regarded too much as a negligible quantity, in kindergarten work; though I once heard one of our “best citizens” blandly offer himself, at a meeting, as an example of the excellent reflex influence of the kindergarten!

Home visitation, mothers’ meetings, and social work are an integral part of the system and with us are being constantly pressed farther and farther. Special efforts are made, too, to bring the children more into touch with nature; seeds are distributed and flowers raised; there are indoor gardens and outdoor gardens, visits to the parks, and play-festivals in the parks. There is a loan collection of animals, and a movement is on foot to have a few animals kept for kindergarten purposes in some, at least, of the small parks of the city; this is, in fact, already done in one

of our minor parks. The kindergarten work is, of course, by no manner of means limited to the daily routine of exercises.

Does all this work based upon Froebel's idea—as opposed, for instance, to that of the great and good man, John Wesley, who was sadly mistaken on the subject of childhood—does all this work tell in the homes of the people? Of course it does! It would be impossible for it not to do so.

Whatever testimony I may be able to bear to-day is not from books or printed reports—it is freshly gathered from workers and observers in conversation or letters. I speak mainly of effects that are current and contemporaneous, and exhibited in my own town. In any of our large cities you may see much the same methods employed and much the same effects produced.

There is a very close bond between the kindergarten and the home—and the closest of all is, of course, the child itself. The first thing learned, perhaps, is cleanliness. Both the child and the mother soon learn that. In the case of the mother lack of hygiene means lack of knowledge; she is, I am told, quick to learn and to profit by her new knowledge.

Again, the success of the kindergarten method in the management of the child is a revelation to the parents. They naturally come to acquire new parental manners. They find that the child is less troublesome; more easily controlled; and they rightly attribute this to the kindergarten, and take example. One

philosophical observer of the good effects of the kindergarten said lately: "I used to hit my Josie something awful, and now I don't." Another stopped pawning her boy's clothes for drink after he entered the kindergarten. A typical case is that of a mother—the atmosphere of whose home was described as shockingly coarse. She said she could do nothing with her boy of three whom she was knocking about and shouting at in the mode of the neighborhood. Her home was dirty, pitiable. Under the influence of the kindergarten, and its teacher, she has become one of the most interested and devoted of mothers. She asks for suggestions, and reads the books from the kindergarten library. She found Dresser's *The Power of Silence*, "kinder abstrack," but she wanted to keep it longer, study it slowly, and learn how to control quietly her temper and her children. One mother, after hearing a lecture, moved to a place where they could have "light, air, and clean walls." Another mother said that she had only lived since she knew the parents' club, it had opened to her such a different line of thought and way of dealing with her children. A teacher says that she sees courtesy growing in the children, and to some extent taken into the home; "this going hand in hand with an appreciation of the weaker by the stronger; of the little child by the one a year older."

The whole family comes under the influence of what I may call the kindergarten charm. A change comes over the little children. The kinder-

garten songs and games are introduced into the home. The father often is deeply interested; learns the songs; supplements the handiwork of the children. One father said to the mother, "Be sure and go to the meeting; when you get home you always act lively, as you did before we were married."

Here are some notes to the point: Two mothers said to the same teacher, lately, that they dreaded promotion for their children, as they would "rather they would be trained than taught."

"Many mothers laughingly informed me," one of the teachers says, "that no one was exempt at home from the criticism of the table manners of the various members of the family." Again: "I like to have my child go to the kindergarten. He learns to speak so nice and corrects us all at home." This reversal as to the usual source of home instruction will appall some critics; but in the circumstances it is necessary and helpful, and tends powerfully to social improvement. It often leads also, to be sure, to the inevitable tragedy, later in life, that comes from separation in sentiment, such as is depicted in Tourguéneff's *Fathers and Sons*; but in the case of a new national environment this cannot be helped, it is, in fact, wholesomely evolutionary.

It is a commonplace remark, on the part of those who are well informed, that kindergarten children are more willing and better assistants to their mothers than the older children who have not been in kindergarten. Tidi-

ness in the home with regard to the children's playthings is the direct effect of the "putting away" in the kindergarten. Personal cleanliness, as intimated, is the first note struck by the kindergarten—and it reverberates promptly in the home. There is, indeed, an instance of the washing and dressing song, and the game of washing, in the kindergarten, being immediately followed in the home by a bath in the tub—how rare an occurrence one does not like to consider. If the children were Italian one can get an idea of the advance in civilization implied by the incident, when one remembers the horror and humiliation of being washed, on the part of the selected and worshiped Paduan beauty in one of Maurice Hewlett's delightful *Little Novels of Italy*.

The influence of the kindergarten upon the child's home is unescapable. And if the individual child and the child's family are influenced, there is the beginning, at least, of an influence upon the district. We find that parents become so deeply interested in the kindergarten that they send one child there after another; and that, when the child grows up, the second generation is sure to be sent also. The growing-up and grown-up kindergarten children are apt to revisit the kindergarten and keep up an intelligent interest in its work and sympathy with its spirit. The spell of the kindergarten remains upon them.

The social uplift is felt—first by the child, second by the family and third by the neighborhood. This is the contemporaneous influence; but

if the direct influence upon the child is good, if certain social principles are deeply implanted in it at a highly susceptible age, surely the social uplift will not be confined to the few years that the child remains in the kindergarten; the training will naturally tend to good manners, good morals, and good citizenship in the years to come.

In the matter of immediate social benefits, must be counted the awakened spirit of helpfulness and neighborliness among mothers. It is no little thing to find a strong common interest that binds together socially many antipathetic nationalities. Says one of my witnesses: "The children make warm friends in the kindergarten; they go home and talk of these same little friends. The mothers meet at our meetings, and are interested in each other because their children are such friends, and a very neighborly and kindly feeling springs up among families who otherwise have no interest in each other." And she adds, what is evident enough, that "the district is better for it."

Along with the spirit of friendliness and coöperation among the mothers is the aroused sentiment of independence and self-respect and self-help. One factor in the social uplift is the great advantage to the mother, as one of the mothers herself puts it, "of contact with the trained mind of the teacher." The mothers do not always drop out of the meetings when their children leave the kindergarten. The relation between the kindergarten teacher and the mother is decidedly to be reckoned with, in

this question of social uplift. Courtesy is of the essence of the kindergarten, and the home and neighborhood are uplifted, among other things, by the respect and regard of the mothers and the fathers for the teachers—a widely disseminated feeling, you may be assured. I account it more than a pleasantry that a grateful father, one of the Waldorf chefs, with a kindergarten child, should have put his prettiest art into a birthday cake for the kindergarten.

When one thinks what the streets of a crowded city are as schools for unsocial manners and morals, the influence there of the kindergarten is something hard to overvalue. Kindergarten children are constantly playing their games in the streets. In the cramped space between front and rear tenements you might, at one time, have seen a dozen children playing every afternoon. The public school children joined in when they came home, and even the babies were initiated; on the steps an "Occupation" exercise was, perhaps, being conducted by a couple of girls—and you need not be told that the children were not punching, cheating, or cursing, nor being knocked down. Says a teacher: "I have never seen one of my big boys going to fight with a younger child or tormenting him."

Another of my witnesses gives me this pretty picture: "During this last winter one of the mothers came to me and said: 'You know that five of my children have been in your kindergarten these last seven years. My neighbors in the tenement houses want to know why my older children

are so nice to the little ones; they play and sing together every day and make the whole house happy with their laughter. Not alone that; they take other children, who cannot find room in the few kindergartens of the East Side, and teach them *their* songs and *their* games. The younger ones teach the older ones the new songs, too, and so the entire neighborhood is one happy kindergarten."

Occasionally, in our own and other cities, the kindergarten has been credited with being the means of spreading a decenter sentiment throughout a limited district, more respect for ownership, less noisy quarreling. A correspondent in Boston sends word about the way that, in some cases, the older boys have guarded from depredation the gardens of the little ones, "because they were the kids"; constituting themselves "a police force where they were once a part of the robber band."

It is significant that more and more have our social settlements and churches found the kindergarten a necessary means of access to the backward home and neighborhood. The kindergarten and the kindergarten idea have been actively useful in the whole neighborhood, and variously befitted children. To the inspiration of the kindergarten the summer playgrounds have largely resulted, and kindergartens are sought after as desirable to these playgrounds and in the neighborhood. To the kindergarten has been due, in this connection, the idea of giving the children a more active and useful handwork in the neighborhood schools. A leading writer

on the subject, by the way, said recently, that he was astonished at the change for the better in the spirit of the teachers towards the children in the primary grades; that it was more gentle, friendly, and natural than before. The kindergarten is, at least, one of the factors in this happy change.

So, to summarize, we have the direct effect of the kindergarten upon the child, teaching it an interest in nature, observation, gentleness, helpfulness, cleanliness, order, law; substituting mutual service for cunning and selfish violence—besides bringing the child good cheer and clean and natural joy. In the immediate home the "ideal of nurture" is, through this instrumentality, communicated to the brutal or ignorant parent; gentleness, patience, respect for the child, and a knowledge of a better way with it, are substituted for force and fury. Through the individual and the home the contemporaneous district is reached, and the natural result of the training upon the child and upon the district is to build up a lasting sentiment in the little ones and in the community that will elevate future homes and future districts.

There is a further element in the kindergarten of which I have not spoken, and that is the education in understanding and sympathy it affords to the long roll of its own teachers, the direct effect upon them, and upon all those who are promoting these institutions, or who for any reason come into contact with them, even to parents, that as kindergarten fathers, mothers, or families. There is

a "social uplift" here, also, which must have an influence for good.

In all these ways we in New York are constant witnesses of the kindergarten's "uplifting social influence in the home and the district." We have a right to say: It is doing this work—if you should think that Froebel was mistaken, and that the kindergarten is founded upon a wrong principle; and if you should take it from us, what have you to offer in its place that will do this work better?

No excessive claim should be put forth for any single one of the various successful and coördinated means of social uplift. In New York there are many mighty agencies at work in the field of secular and religious education, and social and political reform; benevolences of various kinds, some of them voluntary, some governmental. There is a quickening in our whole public school system; in which system the courses of lectures for the people constitute a new and striking feature, very favorably affecting the home and the district. But it may be claimed for the kindergarten, without exaggeration, that, while impressing the mind and morals of the child at the earliest age it is possible for outside influences to lay a strong hand upon it, the institution forms a social center of a very compelling nature. It is a great event, not only to the child but to the parents, when the little one first goes out from the home; an event that naturally draws the mothers of a neighborhood to a focus of information and of effort in behalf of their tender offspring. It is not strange that such

an institution, with its accompaniments, should prove to be socially so great a force, and so great a force for good.

Speaking of all our kindergartens together, those of the public schools and those conducted by voluntary organizations, and leaving aside the question whether or not there might be improvement in this or that group—thus broadly speaking, I venture the opinion that this work is so delicate and intimate, so vast in aggregate and so admirably effective, that in no community in the world is there a social force in operation greater in interest; in its constantly extending field, more powerful, or, on the whole, better adapted to a beneficent purpose than is the kindergarten in New York.

We must not be oblivious of the claim made for the kindergarten by an authority as high as Commissioner Harris, that the children of the very rich, who are apt early to become willful and self-indulgent, no less than the children of the very poor, are in special need of the civilizing influence of the kindergarten. But with the masses of our people the salutary effect of the kindergarten is seen on an imposing scale—and the future of our country depends upon the moulding of these masses.

America is bravely attempting to be a true democracy, and the American kindergarten is forever strengthening the foundations of that democracy in its influence upon the children, and through them upon the people at large. In our social life of to-day there are influences that

strongly militate against what have hitherto been thought to be the fundamental principles of this democracy of ours, namely, open and fair dealing between men, and the protection and preservation of rights through public and established agencies of law, open to all citizens. But to-day there is a reign of illegal procedure and of ghastly brutality in connection with the suppression of crime. There is, too, an increase of selfish violence not only as between the supposedly opposing interests of labor and capital, but also as between the interests of various groups of labor; and there is an alarming extension of the violence of venality in the domain of local and other government. Along with this is a brutal display of unsocial lux-

ury; the semi-insanity of irresponsible wealth. The teachings of the kindergarten are all devoted to the correction of the temper that brings these evils upon society. Its influence may not actually prevent them; but in its nature its work tends to be preventive of them.

In such a time as ours, amid such conditions as these; some local—such as I have described as existing in New York, and other large cities; and some general, existing to a certain degree in almost every division of our enormous commonwealth—in such a time, I ask—applying an old question to a present situation—if there were no such thing as the kindergarten—would it not be necessary to invent it?

THE BALLAD OF HAPPY SOUNDS.

Qui laborat, orat.

BY HAROLD BEGBIE.

HEAR the merry English music of a world at toil
To the smiling heavens rising from the cool, sweet soil;
Ring-a-ding, a-ding, a-ding!
Busy workers laugh and sing
All the happy, humming minutes of the long, glad day.

Hear the wheelwright planing blithely through the old gnarled oak;
See the wood-foam curling 'round him at each swift, straight stroke!
Ring-a-ding, a-ding, a-ding!
Hear the blacksmith's hammer ring,
And his furnace roaring fiercely all the long, brisk day.

Oh! the jolly postboy whistles down the broad, gray road,
And the rosy milkmaid, singing, bears her white, white load.

Ring-a-ding, a-ding, a-ding!
 Hear the goodwives coo and sing
 Little nut-brown babes to slumber, all the long, sweet day.

Hear the plowman calling cheerily to his proud, slow team!
 Hear the snowy miller laughing by his broad-bridged stream!
 Ring-a-ding, a-ding, a-ding!
 See the bursting torrent fling
 Its cataract of laughter all the long, cool day.

Hear the woodman waking music through the dim, green aisles,
 Where the golden sunbeams splinter in a dust of smiles.
 Ring-a-ding, a-ding, a-ding!
 How the ax and bill-hook ring!
 How they jangle silver music all the long, calm day!

Oh! the happy birds are singing in the blue, blue sky,
 And the brook is bubbling music as it dances by.
 Ring-a-ding, a-ding, a-ding!
 All the world is laboring
 And the voice of God is whispering through our life's sweet day.

—*Country Life (English).*

THE SCOPE AND RESULTS OF MOTHERS' CLASSES.*

BY ELIZABETH HARRISON, CHICAGO KINDERGARTEN COLLEGE, CHICAGO, ILL.

THERE is a homely old adage, "unmarried woman. Educational conventions, child study clubs, scientific magazines, and sometimes the pulpit, have brought to such women the fact that chemistry, biology, psychology and sociology, all of them comparatively recent sciences, have revealed many things which will be of value to them in the bringing up of their children.

In such communities the kindergartner needs only to have tact, a certain amount of polish of manner, a due sense of her own limitations

* Address delivered before the Kindergarten Department of the N. E. A., Boston, July 10, 1903.

and "a divine enthusiasm" for the art which she has at least partially mastered, and she wins the day. The mothers themselves will teach her many things and give her flashes of insight far deeper than they realize. She has only to hold to the few *eternal verities* which have made the kindergarten a power in the land, and the mothers will supply illustration after illustration of the genuineness of the truth she proclaims and will astonish her with its applicability to the details of ordinary home life. The intelligent mother is always willing to listen to anything that may help her to rationalize her efforts in her child's behalf, if she can be *convinced* that this is the kind of help that is offered.

In ignorant, or even in half-informed neighborhoods, much tact and ingenuity have to be exercised, first to bring the mothers together and then to continue the class long enough to enable them to realize that there are certain inborn instincts in *all* children which should be understood; that there are certain laws of child-nature which cannot be violated without bringing inevitable punishment. This is not an easy task. Yet the mother heart is there waiting to be touched.

One of the most successful devices for getting these mothers interested in mothers' classes is visiting in the homes of the children. Another efficient method of getting at the hearts of the mothers to whom you would teach the better way, is to invite them to the birthday celebrations, Christmas and Easter festivals, Valentine

parties and similar red-letter days of the kindergarten. Every mother enjoys seeing her child made happy, and the sight brings her a step nearer to the woman who has given this joy to her child.

Next in importance in this socializing process comes a cup of good, warm coffee, with perhaps a bit of coffee bread. It is well known that the click of the cup breaks the ice of reserve in social circles, and this is just as true among these shy, oftentimes tired, mothers in the lower walks of life as it is among any other sets of people. It warms them up in more senses than one.

Experience from all over the land shows that, except in the neighborhoods of the abjectly poor, the mothers soon offer to provide simple refreshments and enjoy dividing themselves into groups of entertainment committees, each serving in turn. The mothers' class thus becomes their social club. Any real *activity* in which all can take part is as valuable in a mothers' class as in a kindergarten. Music is always a help, finger songs may be learned, or ball games for the baby.

Another common device has been to have kindergarten songs and games with the children and mothers together; then to send the children with an assistant to the park or to another room, and to explain in simple fashion to the mothers the value of the exercises they have participated in.

Some easily accomplished hand work may be attempted, such as cutting out of patterns for children's garments. In such cases a read-

made garment should always be shown to encourage the class to try to make one like it. A lesson on the construction of simple toys with which to amuse the younger children on rainy days, leads naturally into a talk about the value of keeping children employed as the best preventive of mischief. The making of Christmas cards and childish valentines has started many a mother of limited means in the right way of cultivating her children's self-activity.

Among foreign-born populations an eager interest has been awakened by showing pictures of famous places in the "old country" and by calling from the mothers (by means of some one of their number who speaks English) reminiscences of their own early days, or of their trip across the Atlantic, thus giving them an opportunity to describe what is the great event by which they record time. It is well to follow such an afternoon by one in which the famous and beautiful places and buildings of America are shown and explained, in order that they may realize that this country also has a history and a future of which they may be proud.

A whole volume could be filled with such suggestions as these. Yet each live kindergartner creates her own methods of winning the interest and confidence of her mothers. It must always be kept in mind that such meetings, however, are introductory merely to the real aim of a kindergarten class for mothers. The class must never degenerate into a gossip-club, nor must the kindergartner rest satisfied to have it continue

to be only an amusement hour, much as such hours may be needed in some neighborhoods.

A mothers' class, to be a vital power in a community, must lead its members, first, to realize the tremendous significance of their work as mothers.

The "Divine - right - of -the-King" idea has worked untold mischief in the past. A man born a king must do kingly deeds! But where is the history of the wrongs and crimes that have been committed under the equally erroneous idea that because a woman has borne a child her treatment of it must necessarily be motherly? I could cause your blood to curdle with harrowing details of the treatment *by mothers* from which our humane society rescues children. But we need not turn to the debased element of society to see a mother who is injuring her child even while loving him. Who does not know the weak mother who yields to her child's caprice, the vain mother who overdresses her child, the ambitious mother who pushes her child's studies at the sacrifice of his health and character; the preoccupied mother who never plays with her child, the fault-finding mother who never praises her child's honest efforts, the unsympathetic mother who never sees the child's point of view? But I need not add to the list to convince you that great as is the power of mother-love, this love needs to be *rationalized*, or else it may work untold evil as well as immeasurable good.

A direct appeal must be made to the nurture-element which lies in the

breast of every woman who is worthy of the name of woman. From the dawn of recorded history, wherever women have been found nurture has been found. The old myth of the she-wolf suckling Romulus and Remus is but the primitive way of asserting what the experience of the race had already proved, namely, that even the mother who has not risen beyond the brute instincts has the nurture-element within her.

A belief in this nurture-element is the key to the truly successful mothers' class. It is the highest element in woman, and, if rightly developed, leads her into the highest form of womanhood! I do not mean sentimental gush; nor do I refer to the morbid love of self-renunciation, which is sometimes called unselfishness, but rather to that deep spiritual element in woman which makes her intuitively feel the weakness or need or discouragement of another, when her more outward-looking brother has not yet perceived it, and that makes her rejoice in serving, rejoice in growing, that she may serve the more and the better. This spontaneous, unconscious, nurturing element in her must be *rationalized and made a conscious power. To do this is the aim and scope of mothers' classes.*

When you ask me what are the results, a vision comes before my eyes—the richest vision that all my work has left me—of class after class who have grown in such a thought-atmosphere as this. I have seen their faces grow luminous as little by little they have learned to think of their work not merely as an individual work of

love which concerns their own children, but as a great *world-work* whose influence will go on for generation after generation.

The first great result of rationalizing mother-love is that it dignifies the office of mother. With this dignifying of the office, comes the dignifying of its every detail for the sake of the end in view—the giving to the world of one more man or woman, strong in body, clear in intellect, warm in heart and deep in that spiritual life which feels the God-presence every hour. This trained mother knows that sending her child out into the world without a strong body is sending him to his life-task with broken tools. Aye more,—she knows that his body reacts on his mind and soul,—that the health of the three is inseparable. It is the inner life of her child that she has learned to watch and to nourish, as well as the outer. So she prepares his food, or sees that it is prepared, in the most wholesome manner, but not merely that he may have good digestion and grow in stature and size; with his feeding comes her care that he may learn to eat to live, not live to eat.

She watches over his sleep and his quiet waking hours not merely because she has learned that diseased nerves are generally the result of too much excitement during childhood, and that fatigue poisons the blood and poisoned blood unbalances the mind, but also because she has learned that the peace which passeth all understanding comes only from quiet, serene communing with nature and with self.

The too strenuous life that is being forced upon our American children is preparing a generation that will fear not God nor keep His commandments. I say this from a physiological and psychological standpoint. The child that hears not "the God-voice" in his childhood will not be able to distinguish with certainty its words of command in later life.

In speaking thus, I do not mean that each child should not have active life, an abundance of it; whenever it is possible there should be allowed perfect freedom for the "motor nerves" to respond to the "sensor nerves." This, Nature will see to if we will permit her. But I had reference to the over-stimulation of sense-perception in childhood, a common fault of to-day.

Let us return again to the rationally trained mother. She has learned that she cannot too early begin her child's social training in gratitude, courtesy and compensation toward the world-workers by whom he is surrounded and sustained. Even in nursery play, she begins to help him play that he is a carpenter, a blacksmith, a cab-driver, or other server of mankind; for unless he can enter into the consciousness of the solidarity of the race she knows he will never comprehend the height nor depth nor true meaning of living!

Nothing that affects the life of her child is uninteresting or unimportant to such a mother, for she has learned to see each detail in its bearing on the inmost life by which all outer life is made rich and beautiful, or mean and poor.

Again, such a study leads the moth-

er to look upon her work from the standpoint of a universal work. She learns that most of her problems are the problems of all mothers. I have held possibly a hundred mothers' classes. Some have been large, containing many mothers; and some small, with not more than a score of members. Yet whenever "Questions and Answers" day came, I have never failed to be asked, in some form, the questions, "What would you do with a child who lies?" "How should I manage a boy of ten who teases his little brother?" "What would you do with a girl of thirteen who is disrespectful?" "How can a slow child be cured of dallying?" etc., etc.

A little book* written for a small circle of Chicago mothers and dealing with these universal characteristics of children has already leaped the boundary of five foreign languages.

Does not this short outline show where the stress of mothers' class work should be placed? Not until a mother has learned to look upon her child, not as *her* child, but as a life given to the world that she is *allowed* to unfold and develop for humanity's service; not until she has learned to look upon her new-born infant as one more effort of the divine life to manifest itself in concrete form, is she ready for the highest work of motherhood, the real *spiritual* motherhood of her child! When this day comes there will be such a religious awakening as the world has never dreamed of!

*A Study of Child Nature, by Elizabeth Harrison.

A PLANTATION LULLABY.

BY EMMA C. DULANEY, LEXINGTON, VA.

By, oh, by-low—mah li'l' baby!
Shet yuh eyes, so blue an' bright,
Fuh de evenin's wropped er cuht'n
Roun' de sun, ter hide de light.

In de sky de styahs 're twinklin',
An' de shadders 'gin ter creep
Roun' ol' mammy an' huh li'l' lam';
By, oh, by-low—sof'ly sleep!

Dream ontwell de rosy mawnin'
Back'ard meks de cuht'n roll,
Sen's de li'l' smilin' sunbeams
Playin' thoo yuh cyuhls o' gol'.

All de buhds hev stopped deih twitt'rin';
Lay yuh haid on mammy's breas',
Fuh de flowahs low 're noddin';
By, oh, by-low—tek yuh res'!

By, oh, by-low—mah li'l' baby!
Deah Lawd, let de angels bright
Keep f'om hahm dis preshus li'l' chile
Thoo de dahk hours o' de night!

Apropos of summer schools. "You may say a man can't learn a great deal in two months. Well, he can learn how to learn a great deal more, and that is a very great thing to do."

THE MANUAL ARTS IN THE ELEMENTARY SCHOOL.*

By JAMES P. HANEY, DIRECTOR MANUAL TRAINING, N. Y. CITY.

CLEAR thinking in matters concerning educational means obliges us to scan closely the educational ends to be served by such means. That teacher is but a blind leader who plods on at his daily round of lessons ignorant or heedless of the philosophy which has shaped the curriculum. Before we can discuss the practice of the arts, we must consider the reasons for their existence in the course of study.

The term manual arts may be to some an unfamiliar one. It is, however, one of value and of definite content. As a broad title it includes all forms of drawing, construction and design taught in the elementary school. Constructive work, or what is commonly called "manual training," forms but a part of it. The broader term recognizes the intimate relationship that exists between the subjects named—sees them as definite educational means, working toward a common educational end. Defining in a general way the different branches, it at once emphasizes both the motor and artistic elements in their performance.

Within the recollection of many present, the arts have sprung into existence in the schools. The forms of

their instruction are still far from settled, yet already they are claiming place with the long established triad of the R's. Surely the force which is working to their development can be no feeble or uncertain one.

Many great teachers have advocated them, pointing to the advantages to be gained in a disciplinary way from their study, pointing also to the skill to be attained in their practice, to the democratic ideas of labor to be engendered, and to the elements of an industrial education to be acquired. It is to be doubted, however, if the forces which have caused the development of the arts have in every case been recognized, even by their advocates. A majority of their supporters have viewed them from the limited standpoint of the kindergarten, the elementary, technical or industrial schoolroom, without seeing the broad foundation underlying the whole scheme of their instruction. In consequence, the systems of training developed in these separate schools have stood separately, unrelated to one another and to their immediate surroundings. In the elementary school, the arts are still viewed by many as subjects extraneous to the curriculum—addenda or frills added at the instance of some enthusiast, or given place by virtue

*Address given before the International Kindergarten Union, April, 1903, at Pittsburgh, Pa.

of the power of some group of doctrinaires. Too often their advocates have, by leaving them isolated, given color to this view.

The race like the individual wakes but slowly to consciousness of its resources. Like the growing child, it first realizes one power, then another. Its rise to knowledge of self is ever becoming keener, more complete. Our modern life is largely constructive, our canons of training have for generations been clerical. Slowly we are coming to realize that constructive training is absolutely necessary for a people which is to live a constructive life.

Thus the race is rousing to industrial consciousness. To this has been added, of late, more definite knowledge than we have before possessed, of the growth of the individual. We have learned how the child develops, broadening as opportunity is offered to him to react upon his environment, shrinking with atrophied powers if such opportunity is denied him.

It has been recognized that among the child's primitive instincts his desires to examine, to construct, to build and to decorate play a most significant part. Upon these desires depends his interest. Without interest in his work there is no natural growth. His desires bring him at once to the world of things and cause him to deal with such things and not with their symbols.

Physiologically we have learned that without motor training there can be no perfect sensory development, that upon the coördination of sensory and motor brain areas depends the

future evolution of all higher forms of skill. Motor training thus broadens all sources of impression and strengthens all powers of expression—it makes for the complete development of the brain. The child to succeed in life must be made executive as well as reflective. He must be given opportunity for expression—self-expression—in many forms.

On the economic side we see the world which surrounds us changing from a rural to an urban one, from a world in which things were made by hand to one in which the machine stands as typical of our civilization. A body of constructive knowledge has thus become necessary to one who would know this constructive cosmos which forms our environment.

These, then, are the forces that have caused the birth of the arts in the schools. Their teaching has been born of necessity. The modern curriculum has had to yield to the resistless pressure of an educational philosophy which requires that each pupil be brought up along the lines of his natural growth to a knowledge of the civilization in which he lives, and, further, to a knowledge of the forces which have brought such civilization into being. Such teaching seeks to make him realize his place in the world and prepares him for united action with his fellows by whose help he is taught to profit. It brings home to him his social relationships. Stated in the words of Dewey, "The occupations in school should not be mere practical devices or modes of routine employment, the gaining of better technical skill as

cooks, sempstresses or carpenters, but active centers of scientific insight into natural materials and processes, points of departure whence the children should be led out into a realization of the historic development of man."

Further, this educational doctrine preaches that the child, when brought to a comprehension of his environment, should be trained to social service, that he may know his power to control and modify his surroundings for the betterment of himself and of his kind.

The early development of the arts saw them introduced as specialties. Each art stood as the representative of some peculiar skill which its advocates desired to see cultivated. Thus drawing was taught for drawing's sake. The designs made, however beautiful, served no useful purpose; constructive exercises were mechanical drills. Each was an art taught for art's sake. Nor is such teaching unknown to-day. The seal of the pedagogue who worships learning for its own sake is still stamped on courses of study throughout the country.

Through formal training in the arts the child never gains conscious power to draw, design, or construct, to any useful purpose. He but learns to make a neat exercise, one which wins the applause of the crowd at the school exhibition, but one with very little of the child himself in it. Technical knowledge thus inculcated without conscious power to direct it, is all but valueless. The child learns to think of his interests and his capaci-

ties as two quite unrelated possessions, the latter never responding to the demands of the former.

The arts, moreover, came to a curriculum in which there was no strong coherence among the branches which already formed it. The three R's were sovereign, but they ruled a tripartite state. The curriculum stood, indeed it still stands, as an association of subjects, rather than a strong and homogeneous union. With the fundamentals segregated and specialized, it is not unnatural that the arts and their technical requirements should early have been conceived as ends and not means, as agents designed to give special skills, rather than as instruments for giving to the child with a general development, a knowledge of the world in which he lives.

The one great desideratum of the arts is that they shall be taught for use. The great drawback to their development has been that they have not been so taught. Not as technical drills do they reveal their value, nor in exhibitions of mere artistry. Only when they are identified with the child life can their peculiar functions be properly realized. Class room lessons in the arts must reflect class room needs. Their development in any curriculum depends upon their coördination with the other branches with which they are associated.

The exaltation of minor technical requirements cuts them off from the curriculum at large and separates them one from another. The need has been for a common center or growth-point in the course of study.

To the class teacher without such reference there can be little that is suggestive in the direction to "correlate and develop the course of study." The cross references she makes in obedience to such command are bound to be more or less forced and artificial. Her lessons on the arts appear with far-fetched associations—designs are drawn for textiles never to be woven, and working drawings are made of desks and tables never to be built. This pretense at a relation of the problem to the child's interests and surroundings deceives him not a whit. The things he designs and plans are not to be made, and he knows it.

The educational philosophy which preaches the arts, preaches the child as the motive force in the curriculum. It offers in place of an imperfect system of correlation, a definite scheme of work based on the evolution of the pupil's mental processes and on the development of his mental powers. Closely revolving as his activities do about his instincts, the manual operations in a course based on this theory appear at its hub instead of its periphery.

The teacher's success in relating the arts to each other and to the other branches of the curriculum will depend upon her skill in discerning, in the schoolroom work, opportunities for the enlistment of the child's interest; will depend on the closeness with which she identifies the arts with the daily round of the pupil's small but ever growing world. Once this identity is established, the warm blood of mutual relationship will cir-

culate throughout the course—transfused to the arts it will establish their kinship and assure their standing. The success of the teacher is thus in largest measure dependent upon the extent to which she is prepared to go in developing in her pupils specific forms of activity growing out of needs made evident in class room work. Much importance must attach to her comprehension of the principles underlying this instruction. She herself must play an active and essential part in determining the exercises to be presented. She becomes the agent to shape the details of the course of study. This fact is one of impressive weight. It recognizes that self-activity on the teacher's part is as necessary as on that of the child. The personal initiative of the teacher is the force which must adapt the drawing, construction and design to the development of the class-work in nature study, language, history and geography.

The teacher who thus coördinates the special branches with the course of study, aids in making such course more simple and more rational. For her, the constructive work, the weaving, the braiding, and sewing, are not mere finger calisthenics, nor are the drawing and design twin "art studies" of a hazy purpose which evidences itself but too often in a desire to secure mere prettiness of result. The arts, properly taught, are educative for both teacher and child. The former must study the bearing of each element in the course of study. She must develop the problems she

offers in a natural sequence and not in one artificially designed to conduct the child through exercises laid out in some rigid order—one in which the pupil is left no chance to plan and do for himself. She must remember that it is not perfection of technique which is sought, design for design's sake or construction for construction's sake, but an opportunity for the worker to express himself along some line that he understands, and that he willingly, anxiously, follows because his interest leads. This she must particularly bear in mind when presenting occupations like weaving, braiding, sewing, embroidery, crocheting, and basketry, in which the muscular coördinations are simple and the developmental value of the exercises limited.

It must be plain, therefore, that to the teacher thus employing the arts, directions cannot be offered as to the very exercises which will serve to coördinate the different branches of the curriculum. A syllabus may present to her series of lessons suggestive of the order of technical procedure, abundant illustrations may be placed in her hands that she may have a variety of material readily accessible, general steps and operations may be suggested; but all this done, the specific problems which she elects should be her own, devised by herself and determined by the materials which she has at hand and the general curriculum which she must follow.

The teacher may wisely learn to call upon the child himself for suggestions both as to problems and as to their solution. She must not set

the pupil to do what he cannot do well, but set him to do what he can do well, and show him how. "No mechanism" must be her watchword, the child must never work blindly from direction. Rather, he should, after instruction, be permitted to experiment, at the cost of additional material, and not be held with his fellows in the shuffling lock-step of the dictated exercise.

The pupil's drawing he must use as a medium of illustration as well as a means of acquiring knowledge of form and perspective. His design, whether structural or applied, must rise from the necessity for its employment. It must practically acquaint him with the laws of beauty of form and proportion, with the principle of balance, of rhythm and harmony as they enter into the structure and decoration of things for use. It must lead him to appreciate the work of the artist and skilled artisan as it appears in our everyday surroundings. His working drawing, too, must go hand and hand with his lessons on design, not as a mere exercise with compass and T square, but as a necessary step, preliminary to the completion of a model which has been planned for actual construction.

Of materials for construction, cardboard, wood and clay lead the list in the adaptability to many ends. Sewing and general work in textiles, paper, raphia, cord, yarn, leather, cane, and iron tape, all offer easily handled equipment. It must be understood that the nature of the material does not so much matter as the manner of its use.

Through his "making" the child is

led to a network of paths into the social life which surrounds him. Such work relates itself to innumerable interests which may be developed in every class room, no matter what the course of study. The child may thus review the simple occupations which were the industries of primitive man, may be brought to consider some center of immediate interest in the room, or some form needed in the school or useful in the home. He may make toys for his games, bits of apparatus to illustrate schoolroom experiments, boxes for specimens, racks, and appliances without number. He may reach out into the busy life around him and apply his lessons in number and in the elements of physics and mechanics in models of machines of world-wide use. The value of each problem will depend upon the extent and variety of its contact with the child, and the number and diversity of the occupations involved. Each problem should be of immediate concern to the worker, so that at the age of fourteen he may, in the words of G. Stanley Hall, "know something of a number of industries and be able to make several dozen things he is interested in." A varied ability will thus be created. "More kinds of ability," says President Hadley, "must be our watchword if we are to resist ill-judged demands for more kinds of knowledge."

How far, it may be asked, is the practice thus advocated possible in the ordinary class room under a course of study of familiar outline? Undoubtedly to a considerable and very desirable extent. It has been

held that the plan could be successfully carried out only in classes of very limited size. This is not true. Naturally a greater amount of attention may be given to the pupil of the small class, and a greater amount of individuality in class-work thus secured, but the size of the ordinary class is no bar to the successful employment of the principles. What is necessary is neither a small class nor peculiar knowledge of tools and processes on the teacher's part. The essential thing is the point of view. Once the teacher is convinced of the necessity of using the arts as a key to unlock for the child the gate to the broad field of social interest, the road to her own success opens before her. Once she herself gains the constructive point of view, the arts become her willing allies, ready at every turn with suggestion as to forms which the child may make in response to his manifold interests in the seasons, the holidays, in nature and in man.

Commonly, dissertations on the arts are filled with statements made in behalf of their character value. Little has been said of this, here, because it is taken for granted that a system which has incorporated the arts in its scheme of study needs no proofs of the value of their influence upon the nature of the developing child. "Character," says Baldwin, "is a disposition for action." It is in part hereditary; in larger measure it is a product of habit and environment. A training in character must be a training in habits. Surely in such training the arts can play no small part. The work place itself, whether

shop or class room, is one where the laws of cleanliness, order and system prevail. In it the pupil learns to plan and to execute,—in it learns habits of foresight and initiative, of original effort, direct responsibility, energy and perseverance. He has held up before him ideals of patience and thoroughness, he learns order and system, appreciation of beauty and honest work, and, above all, respect for labor, *aye! love for labor*. Inculcating these virtues, the arts may surely be claimed to be no mean developer of habits. Surely the boy who pursues them will be a boy rightly disposed for action.

The arts must be conceived of as necessary aids to the child's social, mental and moral development. They do not pretend to train either artists or artisans, but they do lay an invaluable foundation for the education of both artist and artisan. Of greatest worth to those who follow them is that which may be termed the ability to see constructively; to read, that is, in the completed form, the processes which brought it into existence. This knowledge they aim to give to the child from his earliest years, that he may be led to appreciate the operations which were necessary in the evolution of the forms by which he is surrounded,—the fold which shaped the paper box, the stitches which went into the weaving of the chain, the moulding and baking which caused the flower-pot to take its form, and, later, all the complex operations which have gone to make the divers tools, furniture, utensils and instruments of life and action about us.

Coincidentally with this knowledge he must be given insight into his own capacity and resources; he must be led to see himself in his relationship to the busy world of mills and looms and factories. Such teaching will develop the industrial consciousness in the individual, and so quicken the industrial consciousness of the race.

To teach the arts, then, with comprehension of their meaning, one must realize them as the resultants of forces educational and economic. One must see them as instruments sprung from the knowledge and spirit of the age, essentials to the child's symmetrical development. They must be grasped as a coördinate whole in their relations to each other, the general curriculum and the pupil; they must be recognized as most powerful agents influencing the child's vocational view of life.

Their culture and æsthetic values must be felt. They must be seen as character makers, as teachers of that "rectitude of things which enters into those that labor at them." They should be taught by those who see glory in work and who stand ever ready to glorify work.

Teachers of the arts! Show to the child the splendor of labor, not seen in the dulled consciousness of him who leans upon his hoe drugged with quintessence of sheer toil, but visible in him who strides the hilltop, scattering seed for the coming harvest with gesture royal and with port magnificent.

Teachers of the arts! Give to the child the power of insight. Let him see the hand of the master workman

in everything that builded stands about him. Give him, through love for splendid craftsmanship, abiding honor and respect for those that worked to such an end. Let him know the joy of expression, the joy of doing something which shall spell his soul in visible form, which shall tell his love to create—love born of the Mighty Power which brought him into being. Let him above all know the joy of achievement, the joy

Of one who's seen the perfect model grow
From shapeless clay, or tangled threads or blocks;
Who's caught the gleaming thought of instant life,

Chained it, and made it center of a dream,
Built round it plans, and made such plans take line;
And then, with fingers deft and cunning skill,
Has wrought the woof, or fragrant pine, until
The form took shape and pattern.
Such a one
Knows the keen ecstasy of him who works for love,—
Who, working, grows to knowledge of himself,
And through such knowledge sees revealed his kind.
His model perfected, he may exclaim,
With all that throng who've panted at surcease,
"Behold, 't is good! I've helped, I've conjured form,
This have I made."

PET ANIMALS IN THE KINDERGARTEN.

BY JANE L. HONIE, ETHICAL CULTURE SCHOOLS, NEW YORK CITY.

FOR the highest development of our children it is imperative that they be taught to revere their superiors, to respect their equals and to approach that which is below them in the scale of existence with sympathetic understanding. But in our zeal to inculcate the spirit of reverence for that which is above and beyond, do we not often forget the simple fact that children must feel protecting care and sympathy for those weaker than themselves before they can hold the proper attitude toward their equals and their superiors?

If the highest conception of the kindergarten is embodied in the idea of nurture, must not our children de-

velop more completely by themselves becoming nurturers? And how better can this nurturing spirit be fostered than by giving into their care living creatures weaker and more helpless than themselves?

The little girl who fondles and caresses her doll, and the small boy who stables his toy pony, are both beginning to feel the first faint premonitions of this fostering spirit. But dolly is not really alive. She does not need constant care. She may be cast aside for weeks together by her little mistress without harm. The toy pony may lie unremembered for days at a time in a dark corner of his stable and be taken up again



at the caprice of his small master, none the worse for thoughtlessness and neglect. Not so, however, with the pet animal. It is a living, breathing creature. Food must be given to it, or it will perish; water, or it will die of thirst. It must have warmth, light, air, and companionship, in order that it may thrive. It is dependent upon the child for the supply of all its needs. It calls into action, not spasmodically as his toys may do, but constantly and steadily, all the protecting, brooding, sympathetic instinct and feeling of its little master or mistress. Being convinced, then, of the desirability of pet animals, there comes the problem of how, in the kindergarten, to supply sufficiently natural conditions for these creatures, in order that they may best fulfill their mission. In the country, where access to yards and gardens is

possible, almost any pet will thrive and prove a successful acquisition; but, in the city, the environment must inevitably be somewhat artificial, and it becomes a question of selecting those animals which will suffer least discomfort in adapting themselves to that environment.

After some years of experimenting with many kinds of pets, we have come to the firm conclusion that certain animals should be ruled out of our category. These are the creatures that need so much freedom, space, and air, that the least degree of confinement dwarfs and warps every part of their nature.

We have seen a gray squirrel kept in a cage containing several square feet of space, a section of a hollow tree, a quantity of earth, grass and leaves, the squirrel receiving a variety of food and the best of care; yet

the impression conveyed was painful, and one could but feel relief when the wild, palpitating, untamable creature was at last set at liberty.

You may teach children that a canary bird could not care for himself if liberated in this climate; but what a travesty this maimed, caged creature is on the idea of joy and freedom in its element, that most vital and prominent characteristic of bird life, that we want to bring so forcibly before the minds of our children.



After the winter holiday, and a much longer one, the children were with me in the kindergarten, and I was very glad to see them. They were very happy and healthy, and I was very glad to see them. They were very happy and healthy, and I was very glad to see them. They were very happy and healthy, and I was very glad to see them.

Consequently we feel that, save in exceptional cases, they are not desirable.

What animals, then, may we hope to keep with safety and profit? The kindergarten terrarium affords great possibilities in this direction. While the creatures which thrive in it may not be classed, strictly speaking, under the head of pets, they stimulate the same activities in the children, though in a lesser degree, that are called forth by the care of more highly organized animals. We have in mind a delightful experience. The terrarium was an old one that had been cast aside, but it was roomy, and a little repairing rendered it quite presentable. We obtained a quantity of rich earth, made several excursions into the woods and fields in the autumn, and the result was an object of real æsthetic value, for the plants and ferns kept fresh and green all winter. Rows of wild flowers were sown in the spring, and hepaticas, anemones and violets bloomed in perfection. By sinking a small dish for water in the earth of our terrarium, a variety of animal life could be accommodated. Land and water snails, beetles, frogs, toads, and salamanders lived happily here. Temporary homes were furnished by our children for crickets, grasshoppers, moths and butterflies, and a belated one obtained for his winter home. The crickets became much tamer, and the others learned to take food and water from our hands. The snails deposited their eggs in glass tumblers, and the wood frogs reappeared against us with a song.

The children were able to make interesting observations on the hibernating habits of some of these animals, and, at the close of the school year, we all went on an excursion, taking the occupants of our terrarium with us and setting them at liberty in their native haunts.

Advancing a little beyond these lower forms of life, such animals as the white rat and the guinea pig answer our purpose in many ways. They are not sensitive to abnormal conditions. They are hardy, docile, easily tamed and may be handled freely by the children and allowed to run about the room. Though somewhat stupid, they are of a sufficiently inquiring turn of mind to be interesting. The guinea pigs learn to know their care takers and to greet them with a funny little squeak, while the rats will run in and out of the children's block houses in a most accommodating manner.

Chickens will flourish in our rooms for a time, but, if we hope for the best results, they must have access to the earth and be allowed to run about in a small yard, otherwise they almost invariably become weak and dwarfed. Our experience one spring, with a mother hen and her brood will, I think, never be forgotten. They came to us when the chicks were only a few days old. The mother had been raised as a pet by a little boy in the country. She would eat from our hands and seemed to enjoy being stroked and patted almost as much as a kitten. The chickens were fearless, and ran about the room freely. For purposes of cleanliness and con-



venience a coop, similar in size and form to those used on the farm, was constructed. It was fastened upon a slightly raised platform that extended a foot or two in front of it, and the whole thing was placed upon casters so that it could be readily moved about. The space in front of the coop was inclosed by a wire netting, thus making a little yard in which earth was placed. Here the chicks did their first scratching, unearthing bugs and worms previously incarcerated for their special delectation. The mother took a daily walk outside the coop and a daily dust bath in a sand-pan. The bright-eyed chicks with their lively manners, whether taking a ride on their mother's back, peeping from beneath her wings, sharing her dust bath, instinctively imitating all her grown-up ways, or uttering their funny little cries, were a never failing source of interest and amusement to the children, who learned that year, for the first time, to tell a chicken from a song bird.

We believe that a hen, brooding her eggs, would be a desirable thing in the kindergarten. She might be a difficult animal to manage at times, but, if the teacher were thoroughly in earnest and willing to devote some time and attention, the result would amply repay all the inconvenience suffered; for thereby the children would come into real contact with one of the wonderful life processes of this wonderful world of ours.

Rabbits make inoffensive pets. They are easily cared for, and may be allowed much freedom. We have had several in our kindergarten. One little milk-white fellow in particular proved himself almost indispensable to our happiness. He would frisk about the room much as a young calf runs and jumps about a pasture in the springtime. He would climb, of his own accord, into the children's laps to be stroked and petted. He seldom occupied his headquarters, which consisted of an empty soap box placed in a corner of the room, except at night. He became such a factor in our daily life that at last he was made the subject of rhymes, which were set to music especially composed for that purpose, and Bunny's song was called for, by the children, as regularly as we came together in the morning ring. We shall not soon forget the solemn and important air of the children composing the committee delegated to christen this pet,—for as all the children had names, of course Bunny must have one too.

At the present time we have in our kindergarten a pair of Belgian hares, which were brought from the country

when only a few weeks old. They are beautiful creatures, with very long ears, large brown eyes and soft, grayish-brown coats. They are fond of attention, and will lie, with heads extended, flat on the floor for an unlimited length of time if one will only stroke and pat them. A commodious house, containing several square feet of space, has been constructed for their use. It is composed mainly of wire netting. The floor is made in the form of a shallow, zinc-lined drawer which may be pulled out whenever desirable. This arrangement of the drawer makes the care of the house comparatively easy, and renders perfect cleanliness possible. A bed for the hares is furnished by means of a wooden box, which is fastened inside the cage just high enough to escape the top edge of the drawer. A door at one end of the cage allows egress, and the freedom of the kindergarten rooms is given to the hares for a limited time each day. These creatures thrive upon grains and vegetables, which are eagerly furnished by the children. The baby hares are among the most attractive young animals we have ever seen.

Our favorite pets at present, however, are a pair of ring doves; and for beauty, cleanliness, comfort and companionship, they carry off the palm. They live in a house similar to that occupied by the hares, except that it is taller and contains a section of a small tree which furnishes the doves with a suitable perch. The door is left open almost constantly and the doves go in and out at will, often alighting upon the children's

heads and shoulders and also upon their block houses as if these objects were constructed especially for them to perch upon. These beautiful creatures are somewhat smaller than a pigeon. They are of a soft fawn color with a ring of black feathers encircling the neck. Their notes are soft and pleasant to hear. The ring doves multiply quite rapidly and are very interesting during the breeding season. The male dove shows greater anxiety in the matter of preparing the nest and brooding the eggs than does his mate. We have grown very much attached to our Fluff and Beauty, and feel that, of all the pets

it has been our happiness to possess, we love these gentle birds best.

The kindergartner who resolves to keep pets must not think that she has entered upon an easy task. It is one that requires much painstaking and patience, and she will often weary in well-doing. In spite of discouragements and disappointments, however, if she persevere, she will be richly rewarded; for the beneficent influence exerted upon her children will become more evident day by day, and, in time, she will come to feel that of all her work, this is the branch she would be least willing to abandon.



THE BASHFUL CHILD IN KINDERGARTEN.

BY CARRIE M. BOUTELLE, OMAHA, NEB.

THE little five-year-old walks to the kindergarten door with mother, who has been until this momentous day of his beginning school life, his chief counselor, confidant, and guardian angel. He should be met with a cordial welcome from his new teacher, and impressed with the idea that she will sympathize, help, and "mother" him during the happy hours which he is to spend in the kindergarten. However kindly the kindergarten's greeting, a feeling of loneliness often steals over the child when the mother takes leave of her darling with a fond kiss, and perhaps a warning not to cry. (O, if parents would refrain from suggesting tears!) If the little fellow does not understand English well, or if, perchance, he is diffident, or has been told by older persons that he must be good or his teacher will punish him, he begins to weep. Then, he needs to have his attention distracted by a little talk about home, or by holding the kindergarten doll or bright balls. In case the former treatment fails, she will probably take the lonely little child in her arms and comfort him. It should be her first aim to gain his confidence; this she needs, and this her little pupil needs. Said a prominent primary training teacher, in

speaking of child-study: "I believe in that kind of child-study which enables me by looking at a child to realize from his expression when he really needs something,—that kind of child-study which establishes such a confidence between him and myself that he will tell me all his need, whether physical, mental, or spiritual."

Not only does the little newcomer at kindergarten need to acquire faith in his teacher but faith in himself. To this end, his first exercises and occupations should be so lucid and simple that he can easily comprehend and fully master them. They should, if possible, be similar to his home occupations or illustrate in some way the thought of home life, so that he may not be confused by multiplicity of materials and ideas. By thoroughly mastering his first occupations he gains a confidence in his own ability which gives him joy and stimulates a desire for progress. Do we realize sufficiently how new and strange the kindergarten environment appears to the uninitiated? and that all new material should be carefully explained and connected with the child's fund of general knowledge and with material subsequently introduced?

Kindergarten songs are likely to

attract the interest of the little stranger. The words should always be taught slowly and explained again and again. With the best precaution misconceptions can never be wholly avoided; but the ideal of having the children sing with spirit *and understanding* must never be lost sight of. Even so simple and childish a line as "There's a hole! The mouse is in it,"

was carried home and sung to a mystified mother as

"There's a holy Moses in it,"

in spite of most faithful teaching.

Joyously conscious of his power to create with the material at hand, and also of his power to sing, the child needs to cultivate the ability to express his thoughts by the spoken word. Some children require no stimulus for this but wish to talk constantly either through natural egotism or through having been indulged in monopolizing and interrupting conversation at home. Such children need to be lovingly but persistently trained to await their turn, and to give their more reticent companions an occasional chance.

But many of those shy little companions are quite content to allow the self-confident children to do all the talking, to choose all the songs and games. How can we help these bashful little mortals into self-respecting individuality which shall cause them to straighten up (for the sunken chest is almost invariably a characteristic of the timid child), hold up their heads and take their rightful places among their equals, and give out to

us some of their thoughts and feelings? We must try, by all laudable means, to give them confidence, to make them self-reliant and independent.

Commendation from the kindergarten will assist in this very greatly. By never omitting to say good morning to each pupil as he arrives, she can help the bashful child to appreciate his own selfhood. Such a child loves to help, and if allowed to water plants or to arrange or dust chairs feels more keenly his importance in the community life of the kindergarten. To be trained to put on their own wraps or a part of them, and to assist others with their wraps, is good for all children but especially for those who are not naturally independent. Doing errands, giving out and gathering up the children's work, etc., is a pleasure to them and helps to bring them "out of their shells." Marching, also, will conduce to this end,—trying to imitate the soldier, with the chest high, the shoulders back, and the head up. If a bashful child can be induced to lead the march or carry the flag, a victory has been won. However, if this occurs, we should avoid too pronounced and public an approval, rather let it be a smile or a whispered word, that the good may not be lost. No child can stand or walk like a soldier without taking an increased amount of air into the lungs. This will prove very beneficial to his health, for frequently (but not invariably) the drooping shoulders and head, and accompanying shyness, are the result of physical weakness and low vit

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BY CARRIE M. BOUTELLE, OMAHA, NEB.

THE little five-year-old walks to the kindergarten door with mother, who has been until this momentous day of his beginning school life, his chief counselor, confidant, and guardian angel. He should be met with a cordial welcome from his new teacher, and impressed with the idea that she will sympathize, help, and "mother" him during the happy hours which he is to spend in the kindergarten. However kindly the kindergarten's greeting, a feeling of loneliness often steals over the child when the mother takes leave of her darling with a fond kiss, and perhaps a warning not to cry. (O, if parents would refrain from suggesting tears!) If the little fellow does not understand English well, or if, perchance, he is diffident, or has been told by older persons that he must be good or his teacher will punish him, he begins to weep. Then, he needs to have his attention distracted by a little talk about home, or by holding the kindergarten doll or bright balls. In case the former treatment fails, she will probably take the lonely little child in her arms and comfort him. It should be her first aim to gain his confidence; this she needs, and this her little pupil needs. Said a prominent primary training teacher, in

speaking of child-study: "I believe in that kind of child-study which enables me by looking at a child to realize from his expression when he really needs something,—that kind of child-study which establishes such a confidence between him and myself that he will tell me all his need, whether physical, mental, or spiritual."

Not only does the little newcomer at kindergarten need to acquire faith in his teacher but faith in himself. To this end, his first exercises and occupations should be so lucid and simple that he can easily comprehend and fully master them. They should, if possible, be similar to his home occupations or illustrate in some way the thought of home life, so that he may not be confused by multiplicity of materials and ideas. By thoroughly mastering his first occupations he gains a confidence in his own ability which gives him joy and stimulates a desire for progress. Do we realize sufficiently how new and strange the kindergarten environment appears to the uninitiated? and that all new material should be carefully explained and connected with the child's fund of general knowledge and with material subsequently introduced?

Kindergarten songs are likely to

attract the interest of the little stranger. The words should always be taught slowly and explained again and again. With the best precaution misconceptions can never be wholly avoided; but the ideal of having the children sing with spirit *and understanding* must never be lost sight of. Even so simple and childish a line as "There's a hole! The mouse is in it,"

was carried home and sung to a mystified mother as

"There's a holy Moses in it,"

in spite of most faithful teaching.

Joyously conscious of his power to create with the material at hand, and also of his power to sing, the child needs to cultivate the ability to express his thoughts by the spoken word. Some children require no stimulus for this but wish to talk constantly either through natural egotism or through having been indulged in monopolizing and interrupting conversation at home. Such children need to be lovingly but persistently trained to await their turn, and to give their more reticent companions an occasional chance.

But many of those shy little companions are quite content to allow the self-confident children to do all the talking, to choose all the songs and games. How can we help these bashful little mortals into self-respecting individuality which shall cause them to straighten up (for the sunken chest is almost invariably a characteristic of the timid child), hold up their heads and take their rightful places among their equals, and give out to

us some of their thoughts and feelings? We must try, by all laudable means, to give them confidence, to make them self-reliant and independent.

Commendation from the kindergarten will assist in this very greatly. By never omitting to say good morning to each pupil as he arrives, she can help the bashful child to appreciate his own selfhood. Such a child loves to help, and if allowed to water plants or to arrange or dust chairs feels more keenly his importance in the community life of the kindergarten. To be trained to put on their own wraps or a part of them, and to assist others with their wraps, is good for all children but especially for those who are not naturally independent. Doing errands, giving out and gathering up the children's work, etc., is a pleasure to them and helps to bring them "out of their shells." Marching, also, will conduce to this end,—trying to imitate the soldier, with the chest high, the shoulders back, and the head up. If a bashful child can be induced to lead the march or carry the flag, a victory has been won. However, if this occurs, we should avoid too pronounced and public an approval, rather let it be a smile or a whispered word, that the good may not be lost. No child can stand or walk like a soldier without taking an increased amount of air into the lungs. This will prove very beneficial to his health, for frequently (but not invariably) the drooping shoulders and head, and the accompanying shyness, are the result of physical weakness and low vitality.

In addition to the marching, the child needs breathing exercises, needs to be taught that he has lungs which should be expanded; he does not want a technical knowledge of physiology, of course, but an imitation of the teacher's deep breathing, an attempt at long inspiration and deep expiration, with his hands on his sides or chest that he may feel the effect on his lungs. He should be taught to breathe through the nose, in order to avoid throat diseases incident to mouth-breathing. When the kindergartner recalls certain stupid, listless children, she will often, in connection, remember also the constantly open mouth. Pure, fresh air is needed in the kindergarten room, as fresh as possible where there are so many to breathe it; and also a daily recess in the open air. Much of the nervousness and weariness on the part of the teacher, as well as the over-excitement and willful caprice on the part of the children, might be prevented by frequently changing the air in the room, and never allowing the temperature to rise above seventy degrees. Insufficient or improper food and clothing, or wrong treatment in the home, may be the cause of the child's lack of self-confidence. The teacher should acquaint herself with the children's home conditions. But in the majority of cases, such treatment as I have described, with fresh air and deep breathing, will work wonders.

Physical culture is supposed to form part of the training of every kindergartner. Feeling the benefits of it herself, she should give it, in

part, to her children,—should teach them to stand, walk, sit, and breathe well, even in preference to the skipping game, the graceful bow, and the minuet. Breathing and other physical culture exercises may be converted into plays that the children will enjoy. For instance, when raising the arms (always letting the wrist lead), the children can play that they are lifting a heavy lump of coal into the stove; in warm weather, a piece of ice into the refrigerator. When having breathing exercises, children enjoy playing that they are engines letting off steam. To such exercises in the kindergarten the objection has been offered that the teacher has not time to ascertain whether or not each pupil is properly expanding the chest and abdomen, and the little folks cannot tell for themselves. Given forty children in a room and five minutes a day for these exercises, the kindergartner who is not alert enough to discover, in a week's time, the ability or inability of those children to breathe properly, is not very anxious to know! By giving individual help and by coöperating with the parents of stooping, diffident, delicate children and those predisposed to pulmonary troubles, the teacher may give a start in the right direction, which, if not fully comprehended now, will be, perhaps, in the future, and may be of untold value in building up strong physiques and in prolonging life. Inspector Hughes in his Froebel's Educational Laws for all Teachers, quotes an English doctor who had examined the British soldiers and found them defective in chest capac-

ity: "There can be no doubt whatever as to the great benefit of the habit of deep breathing, full inspiration, deep expiration, in ordinary life. Children ought to be regularly trained in this, as, under ordinary circumstances, at the age of ten years they have lost nearly nine inches of chest girth." Dr. Braun puts it even more strongly: "Man doth not live by bread alone. Science is demonstrating this, and it is now admitted by the best scientists of the world that the largest portion of the vital life that is needed to renew the atoms of the body comes from the atmosphere; next to that, the larger proportion from water; and the smallest proportion of all from food." When we are so solicitous about the quality of our food and drink, why should we be so careless about ventilation in the school, the home, the church, and the theater? No wonder that the child wriggles, and becomes inattentive, or weary and listless, when the thermometer is above seventy and all the windows are closed, as has been seen in some schoolrooms, not through ignorance of the conditions that should obtain, but through carelessness on the part of the teacher, who, unobservant of unhygienic conditions, urges the child on in his work and wonders at his

stupidity. The following quotation from Baron Posse bears on this point: "As respiration grows deeper, the tidal volume of air increases, and more blood passes through the pulmonary vessels in the same given time. As a result, a greater amount of oxygen will be taken into the blood; more energy will be supplied to the body; the metamorphosis of tissue will be increased and the tide of life will rise; the degree of usefulness of the individual will grow, for more energy has been given him to work with." Fresh air and deep respiration make for better conditions, physical and spiritual. If we only accept God's gift of pure oxygen, so freely given to all, we shall add somewhat to the sum total of comfort, longevity, and happiness of those within the radius of our influence. Baron Posse says: "By hastening the general circulation, the respiratory exercises produce a degree of exhilaration akin to the sense of wellbeing, a consciousness of an abundance of general energy, of power, and of will to do, not only great deeds but good deeds as well. They create in the individual a sense of moral repose, or consciousness of goodness as a duty. So that to breathe well means to live well, to live longer, and to live better."

A HANDFUL of good life is worth a bushel of learning.

—George Herbert.

CHEERY AND DREARY.

BY L. TARRING, OMAHA, NEBRASKA.

"It's rather late for Maying;
What do you say to haying?
That will be most like playing.
Come, have some fun with me!"
 "Oh! only *girls* go Maying;
 And I say 'No!' to haying;
 It's anything but playing
 As you will surely see."

"I hear the water swishing—
Come, let us go a-fishing!
Some one has just been wishing
 We had a fish for tea."
 "I hate the water's swishing,
 And have no luck at fishing!
 No matter who's been wishing,
 He'll get no fish from me."

"Why can't we do some mowing?
Or try a little hoeing?
Or will you go a-rowing
 Out on the shining sea?"
 "The sea's too rough for rowing,
 The scythe's too dull for mowing,
 And as for that old hoeing,
 Don't mention it to me!
 I'm tired of your clatter
 And everlasting chatter.
 I wish you would just patter,
 And let a fellow be!"

So Cheery tried some mowing,
A little sturdy hoeing,
And had a good time rowing
 Out on the shining sea.

Then next he went a-fishing,
 And, 'mid the water's swishing,
 Caught, while he sat there wishing,
 A fine big fish for tea!

At home, Do-nothing Dreary
 Grew cross and dull and weary,
 And did n't see why Cheery
 Had better times than he.
 No pleasant word he uttered
 At tea, but growled and muttered:
 "Why is n't this fish buttered
 When served up for my tea?"

MRS. SPECKLETY HEN.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

ONCE upon a time there was a hen whose name was Mrs. Specklety Hen. were shut tight, and she could not get in.

She lived on a farm in company with a great many geese and turkeys and ducks and other hens, and they all belonged to a lady who fed them well, and treated them well, and knew them all by name.

Mrs. Specklety Hen liked to live on the farm. She liked the yellow corn that came out of the cornerib. She liked to take dust baths, and she liked to walk about the yard singing a song that nobody knows how to sing but a hen.

One day as she went about singing, she thought to herself, "I must go and find a place to make a nest"; and she no sooner thought this than she started out. First of all she went to the barn, but the big double doors

Then she tripped over to the house where the lady lived, and looked under it. "No, indeed," said she, "it is too cold and too damp under there. I shall go on the porch."

So up she hopped on the lady's porch, and the first thing she saw there was a ladder which reached from the floor to a little square hole in the top of the porch. "Up I go," said Mrs. Specklety Hen, and up she hopped till she came to the hole, which was a doorway large enough for you or for me to go through. Mrs. Specklety Hen went through very easily, and she found herself in a long room right next to the roof that had one little window to let the light in. In this room was an open trunk full of old clothes, a box full of pa-

pers, and a barrel full of hay. Mrs. Specklety Hen looked in the trunk, but she did not make her nest in there. She looked in the box, but she did not make her nest in there; but when she came to the barrel, the hay was so nice and so tempting that she jumped in, made her nest, and laid one beautiful egg in it.

Then down she flew from the loft in a great hurry, calling as loudly as she could:—

“Ca! ca-ca-ca-ca! ca,” which meant in her language, “I’ve laid an egg! I’ve laid an egg! I’ve laid an egg!”

All the hens on the place heard it and they joined in at once, “Ca! ca-ca-ca-ca! ca. She’s laid an egg! She’s laid an egg! She’s laid an egg!” till the news was spread far and wide.

The next day Mrs. Specklety Hen went back to her nest, and again and again and again, till there were as many eggs in the nest as you have fingers on one hand. One, two, three, four, five. Now in this house where Mrs. Specklety Hen went each day, there lived a little boy whose name was Johnny-boy, and one day he said to his mother:—

“Mamma, I believe I shall go out and hunt for a hen’s nest.” So he took his cap and ran out of the back door just as Mrs. Specklety Hen flew

down from the loft, calling as loudly as she could:—

“Ca! ca-ca-ca-ca! ca. I’ve laid an egg! I’ve laid an egg!”

“Oh, yes, Mrs. Specklety Hen,” said Johnny-boy, “I know where your nest is.” So he ran up the ladder and through the door in the top of the porch, and there he was in the long room next to the roof that had one little window to let the light in. He looked in the trunk—did he find anything there? He looked in the box—did he find anything there? And then he looked in the barrel—and what did he see? Five beautiful eggs in the nest! And did he take them all? No, he left one in the nest for a nest egg, and he put four in his cap and went carefully, oh, so carefully down the ladder to mother’s room. When mother saw the eggs she was so surprised! And she said:—

“I must make a cake.” And so she did, “with sugar and spice, and everything nice.”

The next day was Sunday and Johnny-boy and father and mother had the cake for dinner; and Johnny-boy thought that it was the nicest cake that had ever been made, because it was made with the eggs that Mrs. Specklety Hen had laid, and he had found in the nest in the loft.

“SO LET ALL TOIL BE HALLOWED.”

WE cannot pay with money
The million sons of toil,—
The sailor on the ocean,
The peasant on the soil,

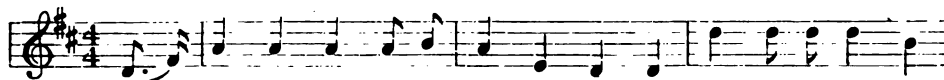
The laborer in the quarry,
The hewer in the coal;
Our money pays the hand,
But it cannot pay the soul.
The workshop must be crowded
That the mansion may be bright;
If the plowman did not plow,
Then the poet could not write.
So let all toil be hallowed
That man performs for man,
And have its share of honor
As a part of God's great plan.
An honest hand that gets your bread,
A heart that stays content,—
These are your wealth; and in their stead
What better can be sent?
Think not that toil and the stern strife
Which honest labor brings
Can mar the beauty of your life
Or bar out nobler things.
Nay, rather, can we find a zest
In any true employ,
As 't were a whetstone in the breast
To give an edge to joy.

—*Selected.*

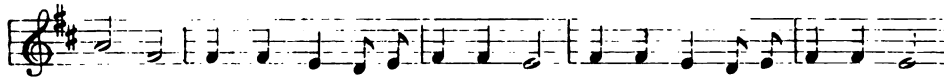
PHYSICAL and physiological considerations demand a hearing when we have under discussion questions of school hours and recesses, of programs and tasks, of school furniture, of text-books and blackboards, of light, heat and fresh air. On all of these topics we have recently learned much that has not yet found its way into our practice. College faculties and school teachers, framers of examination tests, donors of laboratories and dormitories, and, most of all, architects, are as a rule oblivious to the vital interest that the pupil has in matters of this kind. Considerations of tradition, convenience, cost, and external appearance are allowed full swing, and the growing youth must fit the Procrustean bed as best they can. The signs of mal-nutrition and weakness, as described, for example, by Warner, and the laws of mental and

physical fatigue, as arrived at by such investigations as those of Mosso and of Burgerstein, are about as familiar to teachers in colleges and in preparatory schools as are the laws of Manu. And yet they affect vitally every young man or young woman who enters a schoolroom or a college. No amount of thundering eloquence on the value of the ancient classics, no emphasis on character as the sole end of education, can make amends for our failure to study the facts dealing with the physical and physiological elements in education, and for our delay in applying them. We need to be strongly reminded that wickedness is closely akin to weakness, and then to consider the moral consequences of our physiological ignorance.—*Nicholas Murray Butler.*

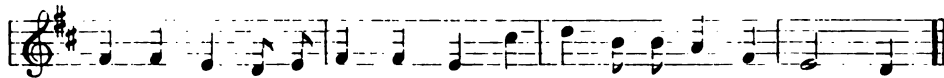
THE MUSICIANS.



Oh! I can play on the big bass drum, And this is the way I



do it;—Bum,bum,bum! goes the big bass drum, Bum,bum,bum! goes the big bass drum,



Bum, bum,bum! goes the big bass drum, And this is the way I do it.

2 Oh, I can play on the violin,
And this is the way I do it;—
Tweedle-deedle-dee! goes the violin, etc.

4 Oh, I can play on the mandolin,
And this is the way I do it;—
Ticky-ticky-tick! goes the mandolin, etc.

3 Oh, I can play on the gay tin horn,
And this is the way I do it;—
Toot, toot, toot! goes the gay tin horn, etc.

5 Oh, I can play on the tambourine,
And this is the way I do it;—
Cling-a-ling-a-ling! goes the tambourine, etc.

6 Oh, I can play on the old church bell,
And this is the way I do it;—
Dong, dong, ding! Ding, dong, ding! etc.

This is a Southern street game, learned in Charleston, S. C., and revived in Kindergarten 18 of the N. Y. Kindergarten Association by Mrs. Chester and Miss McCrady. Miss McCrady writes that in playing this game the children suggest the instruments and that the imitative sound is not always the same but is made up on the spur of the moment. Appropriate motions with the hands accompany the sounds. That no one knows what instrument and what sound will be selected by the little leader adds to the fun of the game.

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., SEPTEMBER, 1903.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON

Should be addressed,
LEICESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

Correspondents will please note that the address of the Misses Poulsson, editors of KINDERGARTEN REVIEW, is now changed to
LEICESTER, MASS.

COMICAL INDEED, in the light of the Boston experience, seemed any anxiety with regard to the support of the kindergarten section of the National Educational Association, although just cause for such anxiety has been furnished in the scant attendance in previous years upon the meetings of this department. As soon as the doors of Edward Everett Hale's church, the place where the meeting was to be held, were opened, the people thronged in and packed themselves together in seats and aisles almost to suffocation. An overflow

meeting in the room below the church auditorium was quickly arranged for, and this room immediately became packed in the same incredible and unendurable manner, while scouts from the outside brought word of an apparently undiminished crowd in the street, anxious to attend the kindergarten meeting! "They've all come to hear Booker Washington," was the frequent remark; but official announcements made to each audience and to the company outside, that Mr. Washington was unable to be present, failed to lessen the waiting crowds to any noticeable degree. Consequently, when word was given that all were to adjourn to Mechanics' Hall, where there would be seats and fresh air in plenty, a great wave of satisfaction swept through the anxious multitude. Then ensued a funny sight. Between three and four thousand people swarmed through the streets in a body, filling the two sidewalks and most of the roadway.

Moving on with the immense throng, kindergartners asked one another in happiest amazement, "Can this be the feeble nursling, the N. E. A. kindergarten department, to whose aid we were to rally? Does a department that can draw such an audience as this to its meeting need our solicitous propping-up? Does not this interest mean great things for the kin-

dergarten?" Later thought gives different answers to these questions than did the confident mood of that moment.

Several reasons could be assigned for this year's phenomenal success. Will any of these furnish hints for future success? The unprecedented size of the convention as a whole was one cause of the great attendance upon the kindergarten meeting. This cause we cannot, of course, call into action, nor can it be reckoned upon as likely to recur.

Chief among the influences that brought about this enormous kindergarten meeting must be counted the character of the program, distinguished as it was by subjects that appealed strongly to the general public, and by the names of men and women well known in connection with social and literary work. So rich a program might not be possible every year, but does not this year's experience indicate an appropriate line of procedure for our department? May it not be well to regard the kindergarten department of the N. E. A. as offering an opportunity for reaching the men and women of the schools, and a time for consulting chiefly their interest rather than the kindergartners' own? Shall not the I. K. U. meetings be the place for technical questions, for discussions of different practices,—the place where the kin-

dergartner gets help for her distinctive work, the place where the individuality of the kindergarten is cherished and strengthened so that the kindergarten shall be vigorously itself and be the better able to make its peculiar contribution to the general whole? And shall not the kindergarten department of the N. E. A. be the place where we study and demonstrate the relation of the kindergarten as an individual member to the whole and to the other parts of the educational system? The more perfectly any part fulfills itself, the more perfect and valuable is its gift to the whole to which it belongs. It behooves the kindergarten, therefore, to be itself, to make its individuality rich and full, yet distinct, to preserve its own characteristics. Only thus can it make to the educational system the contributions that it should make. We must not dismiss our fears about the kindergarten department in the National Educational Association. It must be sustained worthily that it may win friends to the kindergarten and honor for the kindergarten among school people. Scarcely anything could be more advantageous to the kindergarten movement than to have each year really noteworthy meetings carried on by the kindergarten department of the N. E. A.

Dr. Merrill, the department's president for 1904, has long been its loyal

supporter and will spare no pains in arranging for next year's meeting.

"WILL YOU GIVE ME AN OUTLINE of a mothers' meeting, how long and when to hold it, and any other suggestions that you think would be helpful? The meeting would be among mothers who know little or nothing of kindergarten methods."

The correspondent who sends these queries is doubtless one of many kindergartners who now finds herself confronted for the first time with the duty of holding mothers' meetings and who would fain have some help. To such seekers, Miss Harrison's article in this number will be especially welcome. For their benefit we also give below some references to articles on this subject published in earlier numbers of *KINDERGARTEN REVIEW*. We venture to say that whatever conditions a kindergarten works under, and whatever the status of the mothers with whom she has to deal, she will find appropriate ways of con-

ducting her meetings described in some of these articles.

Thanksgiving Suggestions for Mothers, by Marion B. B. Langzettell; November, 1897.

The Kindergartner and Her Mothers' Meetings, by Carrie Coit Meleney; December, 1897.

Mothers and Mothers' Meetings, by Margaret E. Smith; January, 1898.

Hints from Froebel for Busy Mothers, by Helen B. Kendall; February, 1898.

Mothers' Meetings, by Daisy G. Dame; October, 1898.

The Kindergartner and Her Mothers' Meetings, by Helen L. Duncklee. Series, September, 1899—May, 1900, inclusive, except December and April numbers.

Kindergartner and Mother, by Anne Burr Wilson; February, 1900.

Mothers' Meetings—A Few Suggestions, by M. M. Glidden; October, 1900.

Why She Held Mothers' Meetings, by a Kindergartner; April, 1901.

Concerning Mothers' Meetings, by Charlotte S. Martindell; November, 1901.

The Berlin Froebel Society's Course for Mothers, by Gertrude Pappenheim; October, 1902.

A German Mothers' Meeting, by M. M. Glidden; May, 1903.

NATIONAL EDUCATIONAL ASSOCIATION.

FORTY-SECOND ANNUAL CONVENTION, BOSTON, JULY 6 TO 10, 1903.

THE National Educational Association has this year held the largest and most representative convention in its history, and Boston may well be proud of having received and so happily entertained this im-

mense gathering of teachers from all parts of the country. The attendance was over thirty-five thousand,—more than twice as large as at any previous meeting,—and the arrangements for caring for this almost over-

whelming crowd were so perfectly planned and so admirably carried out, that delegates were warm in their praise and gratitude for the completeness with which their needs and wishes were met. To the Boston committee, with President Eliot at its head, the credit for this success is due.

Copley Square, being a beautiful locality and easily accessible from all parts of the city, was chosen as the rallying point, and the choice proved most satisfactory in every respect. All the leading hotels in the vicinity were used for state headquarters, and the many near-by churches, halls, and auditoriums were given up to the meetings of the various departments. The headquarters of the convention at the Walker Building of the Massachusetts Institute of Technology presented a busy scene with its ever-changing crowd of arrivals, waiting in line to reach the registration bureau. With the certificate of membership was given the official badge, —a small gold-plated medal, suitably inscribed, with the State House in relief, and having a blue or white ribbon attached to denote active or associate member. An envelope was also given containing the official program, two excellent souvenir guide-books of Boston, bulletins of school exhibits and excursions, and other interesting matter. A large tent was pitched on the grass between two of the Technology Buildings for the reception of the visitors, and from here they were escorted to their lodging places by Boston school boys in full uniform. Clubhouses, schoolhouses, public buildings, and homes were

freely opened to this great company, and universities and other institutions, public and private, united to make the visitors welcome.

Perhaps the most novel feature of the work of the committee on hospitality was the Women's Clubhouse, a delightful rest resort which had been fitted up at the Girls' Latin School on Boylston street. With its spacious parlors and writing rooms, its rest rooms and dressing rooms, it was a haven of refuge for the tired ones, and seldom were any of its comfortable armchairs and couches unoccupied. In this building was also located the temporary relief hospital for men and women, fitted out by the Boston City Hospital with matron in charge and nurses from four different hospitals in constant attendance.

At Copley Hall a Convention Clubhouse for both men and women was also equipped with everything to give comfort and enjoyment. All its furnishings and decorations were of the most artistic order, the flowers in especial giving the eye a rich feast. What might be termed the kindergarten headquarters was at 6 Marlboro street, where the Eastern Kindergarten Association has its home, and many kindergartners went there to meet friends and to make new acquaintances.

Social events were numerous during the entire week. They varied from private receptions and afternoon teas to the large public receptions given by various organizations and by different states. Two general receptions were given Tuesday evening from nine to eleven in the Boston

Public Library and in the Museum of Fine Arts. Not only music and conversation were enjoyed, but the artistic treasures for which these buildings are famous. An added attraction at the Museum was a notable exhibition of portraits by John S. Sargent.

Beautiful homes in and around Boston were opened to the teachers, and entertainment was provided on a liberal scale at these receptions. Among them was one especially for the kindergartners given by Mrs. John C. Phillips at "Moraine Farm," her picturesque summer home on the borders of Wenham Lake in North Beverly. Here the kindergartners were most cordially received by Mrs. Phillips, her daughters and friends, and spent a delightful afternoon.

Boston, with its suburbs, its beautiful harbor and fine buildings, its historic sites, statues, monuments and unrivaled parks, was pronounced an ideal convention city. Expeditions of all sorts were organized, walking parties, trolley rides, coaching trips and harbor and ocean excursions. Many flocked to the beaches, some to the Navy Yard and Bunker Hill Monument, and others visited famous buildings and old burying grounds.

People were entertained by the hundreds at Plymouth, Salem, Concord, and Lexington, and went in even greater numbers to Cambridge, visiting the homes of Longfellow and Lowell, and roaming through the grounds and buildings of old Harvard, which kept open house in an unprecedented and most generous manner.

Best of all to many visitors were the two concerts in Symphony Hall, at which Berlioz's *La Damnation de Faust* was rendered by eminent soloists, with a male chorus of two hundred and a female chorus of one hundred, and an orchestra of sixty-five, under the direction of the Music Committee and the conductorship of Mr. B. J. Lang.

The School Exhibits were not neglected in the general sightseeing. Of special interest were the two hundred and fifty pictures suitable for decoration of schoolrooms exhibited by the Boston Art Club, and the various places for school gardens by the Boston Normal School. The Indian exhibit, which occupied four rooms in the Rogers Building, was admirable and complete and showed in many ways the Indian's skill in learning and doing.

The reservation of afternoons for recreation was greatly appreciated and resulted in increased zest and enthusiasm for the meetings which, for the first time in the history of the association, were held only mornings and evenings. The general sessions were held every evening in Mechanics' Hall and were marked by the presence of an unusual number of the leading educators of the country. At the opening session on Monday evening, which was the largest meeting of the convention, there was not even standing room in the vast auditorium.

All the department meetings were also well attended and those of the kindergarten, which have been hitherto regretfully small, suddenly outgrew all the other department meetings.

whelming crowd were so perfectly planned and so admirably carried out, that delegates were warm in their praise and gratitude for the completeness with which their needs and wishes were met. To the Boston committee, with President Eliot at its head, the credit for this success is due.

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All the department meetings were also well attended and the kindergarten, which has heretofore been so unfortunately small, grew all the other departments.

DEPARTMENT OF KINDERGARTEN EDUCATION.

So great was the interest manifested in the opening session of this department that the South Congregational Church, where its meetings were to be held, was found inadequate to accommodate the thousands of people who wished to attend. They filled the church auditorium and aisles, overflowed the vestibules and stairs to the vestry below, while many were unable even to gain entrance. Arrangements were made for an overflow meeting, but the notice to this effect was soon amended by President Eliot with the welcome announcement that the committee in charge had risen to the occasion and had procured Mechanics' Hall for the meeting. To this place the audience speedily adjourned, filling more than half the seats on the floor and two thirds in the first balcony.

In the absence of the president of the department, Mrs. Pauline Agassiz Shaw, whose state of health did not permit her to be present, the vice-president, Miss Stella L. Wood, Minneapolis, presided. The program was strong, practical, and of unusual interest, including addresses by leaders in social betterment and in educational thought outside of the kindergarten as well as by noted kindergartners.

Thursday, July 5.

The general topic of the first session, The Extension of the Kindergarten Ideal into Other Fields of Education, was treated by Joseph Lee, vice-president of the Massachusetts Civic League, Boston, from the

standpoint of social effort. Mr. Lee's finely interpretive paper, entitled Kindergarten Principles in Social Work, will be published in full in the October number of KINDERGARTEN REVIEW. Miss Sarah L. Arnold, dean of Simmons College, Boston, won hearty applause by her lively and interesting address on Kindergarten Principles in General Education, of which an abstract is subjoined:—

The school of to-day is indebted to the kindergarten for many of the characteristics on which it prides itself. The influence of the kindergarten may be recognized in school systems which have denied it a place; it is acknowledged wherever the progress of education is thoughtfully reviewed. This beneficent influence has infused a new spirit into the public schools, and has created, or at least developed, a new type of teacher. This extension of the kindergarten spirit is far more important than the extension of the kindergarten.

Among the many traces of the kindergarten which appear in general education to-day, these are most prominent, and, perhaps, most truly indicate the kindergarten spirit:—

1. The mother instinct in the teacher is approved, and the pupil in the school, as in the home, is appreciated as an individual, not merely as a part of a machine. A life to be nurtured takes the place of the block to be carved, or the wax to be moulded, in the phrase of the school. This individual life is more reverently regarded than ever before in the history of schools.

2. Our schools, following the kindergarten, are emphasizing the principle that the growth of the individual is a direct result of his "self-

activity." "Jack ought to know that; I have told him twenty times," we used to say. The child's knowledge was supposed to be a product of our activity. Now we know that Jack's doing, rather than our prescribing, determines his growth, and the best courses of study arrange for his doing, under wise guidance and prescription.

3. The gospel of play has been interpreted to us by the kindergarten. The lesson of the playground has been carried over to the school through the mediation of the kindergarten. The four-year-old plays *The Five Knights*, the college senior presents *As You Like It*. The parallel is easily discerned. So, too, the mimic race of the child's game has in it all the elements of the later athletics.

4. The power and sense of coöperation are developed in the kindergarten. The many work together for good. The success of all depends upon the achievement of each. This the schools are slowly learning. The individual is brought to his best, but not for himself alone. The goal is service.

5. And last, though not least, the spiritual discernment of the meaning of the task—so emphatic in the kindergarten creeds—is becoming the heritage of all teachers. The child reaching for the "light bird" which eludes his grasp, learns to rejoice in the beauty which he cannot monopolize, "to love the wood rose and leave it on its stalk." The kindergarten sees the spiritual side of experience, and learns to measure results by another gauge than the rate per cent. The standard of attainment in our schools is no longer intellectual alone. The citizen and the man overshadow the scholar; rather, the three are one. And for this grace we must return thanks in large measure to the kindergarten.

This address was followed by a dis-

cussion opened by President Eliot of Harvard University, who said:—

Though I have had less personal observation of kindergarten work than of the secondary and higher work, I am sure that the fundamental ideas of the kindergarten are just what are needed in all grades of schools. The best principle and practice of the kindergarten is that the children should be happy while they learn, and that they learn better while happy.

The older view was that there was no real work, no valuable discipline in school, except through disagreeable, painful and repulsive processes. This idea received support from the theological doctrine that solid good can come to poor humanity only through pain, misery, and unhappiness. It is this hideous error in education against which the kindergarten contends. The kindergarten brought the antidote for this poison in the mind of youth.

For generations systematic education has been looked on by the young as an infliction to be endured, an interference with the natural joys of life. How many adults still regard labor as a curse, and the earning of a livelihood as an obstacle to happiness! Yet labor creates the home and civilized society. It is always the interest in labor and the product of labor that makes it happy.

Every intelligent person to-day seeks his fundamental satisfactions through labor—labor with a loving motive. For instance, the hard work done to prepare for this convention called for patience with details, and persistence in overcoming obstacles, under no little anxiety about the outcome, but there are no better satisfied men at this moment than the local executive committee for this convention. They are happy in their legitimate reward, these profitable meet-

ings, these glad thousands. At school the child should work with hope of achievement and with the sense of having achieved, and that child only is to be pitied who is unable to win this satisfaction. Are not these the inducements to hard work which satisfy and profit grown-up people? The kindergarten sets them before little children.

The motive of the kindergarten, "Joy in doing," should be the motive in all education, and the inspiring, the happy motive of every stage of human life.

Dr. Michael Anagnos, director of Perkins Institution for the Blind, South Boston, turned the attention of the audience to the beneficial effects of kindergarten methods in the education of the blind, the deaf and dumb, and the feeble-minded. His paper is here presented:—

There is no clearer evidence of the value and significance of the kindergarten than the fact that its methods, as systematized and put into practice by Froebel, are the basis in all education at the present day. They are definite in their purpose and universal in their scope. They form the foundation of rational pedagogy and have infused new vitality into this science. They run parallel with the entire educational career of the child, the youth and the man. They contain within themselves the elements of that idealistic philosophy which aims to unfold the mental faculties, cultivate the heart, promote self-activity, plant the seeds of altruism, transform thought and sweeten life. The educational fires fed by them burn so steadily that their glow not only illumines and brightens the horizon of the kindergarten, but has penetrated into the rooms of the different grades of public schools, from the lowest to the highest, whence it is ban-

ishing the prevailing mechanical modes of teaching and learning and the gloom which these are likely to produce.

These methods apply with even greater force to the training of little blind boys and girls than they do to that of normal children.

Bereft of one of the royal avenues of sense and born for the most part to poverty and misery, these hapless children live in ever-enduring darkness and are terribly hampered in their movements and greatly circumscribed in their opportunities for bodily exercise. Their infirmity exerts a baneful influence upon all sides of their being and impedes the harmonious development of their physical, intellectual and moral powers. It deprives them of all incentives to locomotion and cuts them off from the ordinary ways of play. It weakens the springs of activity and engenders timidity, irresolution, and habits of indolence and idleness. Pale faces, flaccid muscles, enervated constitutions, stamina far below the normal standard, unsightly bodily idiosyncrasies and peculiarities, aversion to steady exertion, erroneous or imperfect conceptions and mental pictures of the outer world, undeveloped and unregulated powers of imagination, narrow and incorrect views of things, strong tendencies to selfishness,—these are some of the undesirable effects which are inherent in the loss of sight and which beset the path of education of the victims of this calamity with serious obstructions and peculiar hindrances.

Owing to the low state of his organic constitution the life of a blind child is set in that minor key which produces what Wordsworth calls the "still, sad music of humanity." When he enters school he is burdened with all the disabilities which have just been enumerated; and the problem how to unfold his mental faculties and

foster his native capacities is rendered thereby very perplexing and very hard to solve satisfactorily. His development must of necessity be chiefly gained through his fingers; but the inevitable difficulties which in the natural order of things are to be encountered in his training are enormously increased by the feeble condition of his nerveless little hands which are destined to interpret the universe to his mind, and upon which he must depend for a great part of his objective knowledge.

Now, of all the instrumentalities which can be successfully employed with a fair prospect of overcoming these obstacles and of producing results of a superior character, the kindergarten is the most promising.

This system is admirably suited for the training of little blind boys and girls, containing as it does within itself that principle of organic life manifested in gradual development and the power of counteracting the undesirable effects produced by the destruction of the visual sense and by the weakening and degrading influences to which sightless children are exposed. It supplies the air, the sunlight, and the showers, which make them grow strong and healthy and which are needed to secure the germination of the seed of their faculties planted in the soil of a parched and imperfect physical organization. Through the Gifts and Occupations, it provides the best and most effective means of training the tiny fingers to ordinary uses, and of inducing that muscular control of the hand which renders it an intelligent executor of the decrees of the will and a faithful servant to the mental faculties. It stimulates the inventive powers of the children and promotes their love of construction. It sets the wheel of their observation in motion and gives to them correct mental images of objects and of representative processes

in the world of nature and of industry. It teaches them to perceive distinctly, to speak plainly, and to reason rightly. It affords them unequaled facilities for gaining an adequate conception of forms of various kinds, and rare opportunities for the cultivation and refinement of their remaining senses. It enables them to acquire patience, perseverance, manual dexterity, self-control, and force of will. Finally, by its daily exercises in right thinking and doing, it infuses into them a spirit of uprightness and truthfulness and encourages them to deeds of honesty, helpfulness, self-reliance and courtesy, until these little periodical acts become habitual.

Of the numerous beneficent results obtained from the methods and processes of the kindergarten, supplemented by the simple exercises in the gymnasium, the following are the most noticeable: Good physical development, muscular strength and suppleness, habits of attention and order, freedom and grace of movement, quickness of invention and sanity of imagination, manual dexterity, together with love of construction and appreciation of utility, an elementary idea of symmetry and harmony, and initiation into the conventionalities of polite society as shown in the demeanor of one child toward another, and in matters of eating, drinking and personal cleanliness.

The methods of the kindergarten are as beneficial to many older blind persons as they are to children of tender age. Indeed, without their aid there is no possibility of satisfactory development in the case of a large number of grown-up pupils whose minds are immature and untrained, and whose muscles have become rigid on account of the lack of use. The excellent work which Ramabai, the high caste widow, is doing in India, affords a striking proof of this necessity. She begins

all her educational efforts in behalf of girls and young women, from the age of four to twenty years, by employing the methods of the kindergarten with its Gifts, Occupations, games and songs; and a great deal of the remarkable success of her plan is attributable to this procedure. Certain blind young men and women are in a similar condition, and they should be treated in the same way precisely. They should have a thorough preliminary training in the elementary occupations of the kindergarten, such as card-pricking and sewing, weaving and the use of various Gifts, so that they may develop constructive and creative power before they are taught to read and write and before they learn a trade. Thus, besides receiving the advantage of the ethical and intuitional training, which is the main power of the kindergarten system, they will at the same time gain an idea of industry, thrift and citizenship.

Froebel's methods of education are no less valuable for the harmonious development of deaf and dumb persons than they are for the blind. In addition to the numerous essential benefits which the kindergarten confers upon all classes of children, defective as well as normal, it bestows special benefits upon those bereft of hearing who have no means of communication with those around them and who live in entire isolation from their environment and in perfect ignorance of what is going on in the world. Through the activity of their fingers, and the exertion of their attention, it opens the portals of the vacant mind, which seems to be a veritable *tabula rasa*, and creates in it certain simple and elementary ideas together with the necessity of using some kind of symbols or signs for their expression. These are valuable steps towards awakening the intellect from its dormant condition to

consciousness; and, by being steadily followed in a rational way, lead to the constant development of thought and the acquisition of adequate language for its interpretation.

So far as backward and feeble-minded children are concerned, there are no better or more fruitful methods for their training than those afforded by the Gifts and Occupations of the kindergarten. These can be most successfully employed in kindling the sparks of intelligence which may be found buried in the convolutions of weak and imperfect, if not distorted, brains.

Thus it is evident that the principles underlying the kindergarten are fundamental in all education from the nursery to the university and that, by adapting their application to all classes of children and to different stages of growth, they will produce such results as cannot be obtained through any other system of training.

For these, and much more, Froebel deserves to be honored as one of the most eminent educators of the world, and his name is to be praised and blessed as that of a great apostle of humanity.

At the conclusion of Dr. Anagnos' address, which like President Eliot's had dwelt upon the good effects of the kindergarten, Mr. James J. Greenough, master of Noble and Greenough's School, Boston, Mass., spoke in a somewhat different strain, mixing warning with his appreciation. His subject was Some Dangers in the Application of Kindergarten Principles.

Because I recognize the debt which all education owes to the principles of the kindergarten, I wish to point out some dangerous tendencies in the application of these principles which I have noticed in my work with older children.

To children of parents whose environment has cut them off either wholly or partially from the æsthetic side of life, from literature and art, from the truth and beauty of life, the kindergarten has opened a new world of thought. It has uplifted them and increased their powers of enjoyment an hundredfold. Into lives of monotonous dullness it has brought its message of sweetness and light. Upon such children the effects of the kindergarten must be good, but it has some serious dangers for children of more fortunate parents, unless applied with great care.

I have prepared boys for Harvard College for twenty years in Boston, boys whose parents are well-to-do. Their fathers and grandfathers have generally had a college education. Their surroundings from infancy have been such as to stimulate the mental processes. In their first dozen years they have often lived through experiences which would have sufficed our ancestors for a lifetime. They have had horses and boats, spent their summers in the country and their winters in the city. They have had everything in their lives except the struggle to obtain, and the development and enjoyment which comes from this struggle.

Their needs are very different from those of the children I first mentioned. They do not need the widening of their horizon—it seems sometimes far too wide already. They do need the training in manual dexterity and the unselfish ideals of the kindergarten. They do not need sentimentality such as I heard of in a private kindergarten this winter, to which a child took a favorite doll named by the child herself, Mary Jane O'Reilly, after a very dear nurse, only to come back in tears because the name had been changed to Bluebell on the ground that the old name was not a pretty one. They do

need to have impressed upon them, more than anything else, the lesson which the other children learn from their daily lives, that *man must work*.

These boys form a small proportion of the total number of school boys, but in all our large cities there are two or more private schools for them, besides the large boarding schools which fit for college, so that their needs are at least worth consideration. Many of these boys will have large responsibilities of wealth and position. They must be trained to meet these responsibilities. They must learn to be industrious and persistent. It is easy to learn the lesson of industry and persistence if our daily bread depends upon our own exertions, if we must struggle to obtain. Needs must when the devil drives. It is hard to learn it if the bread is put in our mouths, if we obtain without a struggle. It is absolutely necessary in the education of this type of boy to make him realize that work is worth while, to form in him a habit of doing his work without stopping to question whether it is interesting or not. He has so much in his surroundings to interest and distract him and so little to make him work, that school must above all teach him application and persistence. Anything in his education which tends to weaken his sense of duty and his self-dependence unfits him for the burdens he is to bear. It has been my experience that kindergarten training with this type of boy has this dangerous tendency, although nothing in the principles of Froebel ought to produce this result if rightly applied.

It had been my general impression for many years, in common with many secondary fitting school teachers, that boys who had received kindergarten training were for some reason less successful in preparing for college than those who had not had

it; but distrusting a mere impression I consulted my school records for evidence to support or contradict my previous impression. The list of kindergarten trained boys was startling from the similarity of the characteristics of the boys whose names appeared in it. This similarity was so pronounced that one teacher in the school, after hearing the first ten or a dozen names on the list, named a dozen more without a single mistake, merely because he recognized in them these same characteristics. Almost all of these boys were deficient in just those qualities which I have said are particularly necessary for this type of boy—application and persistence. They make mistakes in translation from foreign languages and the classics because they have only half learned the paradigms of inflection. English suffers from bad spelling and inaccurate use of syntax. They understand the theory of mathematical processes, but somehow fail to reach correct results. In history their conclusions are vitiated by inaccurate data about actual events. They are not thorough. They are weak throughout on facts and details which are hard to master and offer very little excitement or interest in themselves. These facts and details are drudgery to us all unless we have formed a habit of doing what we set out to do whether we find it interesting or not; unless we find our excitement and interest in the successful accomplishment of a difficult task; unless we do our duty either consciously or unconsciously because it is our duty. These boys are weak in this particular kind of knowledge, because things have been made too easy in their early training and they have become accustomed to have some one supply an adventitious interest to hold their attention. They are easily interested as long as a teacher can work with them, but when they study

by themselves their interest soon flags and comparatively little is accomplished. Their attention is easily diverted from the subject in hand. They have a scattering versatility, a wide but too superficial interest, a quickness revolting against hard work, a dependence upon others and too little ability to work by themselves.

The principles of Froebel, if properly applied, can and should strengthen them just where they need it, in the realization of the need of work and the power to work; but an abuse of these principles coöperating with their environment in which there is no incentive to work is bound to weaken them. Such an abuse of kindergarten principles is only too easy. Mawkish sentimentality, constant help by the teacher, allowing a child to abandon work which he has once begun before it is finished and continuance of methods adapted to the infant minds after the child is old enough to need stronger mental food were never contemplated by Froebel and are directly contrary to his ideas, but do exist in many private kindergartens to-day, especially in the intermediate and advanced classes conducted on kindergarten principles, through which most of my pupils have passed.

An average of the year's record in both recitations and examinations by classes still further supported my general impression. The average of kindergarten boys was lower in every class from the first class, which had already passed the Harvard preliminary examination, down to the seventh class of boys, from ten to eleven years old. There is, of course, nothing conclusive in statistics from only one hundred and fifty boys, of whom one third had received kindergarten training, but the uniformity of marked characteristics in the kindergarten trained boys and their

standing certainly sound a note and point to possible dangers of this type of child. The kindergarten seems to have tended to make these boys less industrious, less intelligent and less able to endure study which cannot be eliminated from the life, either at school or in the home. It seems to have failed to arouse in them a sense of duty which ought, above all things, to be inculcated in this particular type. My experience has been peculiarly unfortunate or kindergarten principles have dangerous possibilities wrongly applied.

Correctly applied I know that kindergarten principles will not produce bad effects, from my experience of many children, all three of whom had attended an excellent kindergarten and profited immensely there-

second danger in the extension of kindergarten principles to older children is closely allied to this,—weakening a growing mind by giving a child to develop along the path of least resistance by permitting him to choose his own course of study. Herbert Spencer rightly lays down the principle that no education is of value unless it is impressed upon a child from the beginning; that interest must be aroused in every subject so that the desire for knowledge and instruction shall come from within. This is very difficult.

However, from following the lead of the child and teaching him those subjects which he wishes to study or for which he shows a particular taste.

It is, of course, preposterous to say that a child who does not wish to study mathematics should be allowed to choose some other subject in its place and abandon mathematics entirely.

Is it not true that the clear, logical mind which takes naturally to mathematics needs it far less than the hazy mind which turns away from

it? Natural aptitudes, of course, differ. One man's meat is another man's poison, but can we decide for a child or can we let him decide that he shall not take a certain study before we have tried to arouse his interest in it? It is our duty to lead as intelligently as we can. It is his duty to follow. It is so difficult to arouse interest in some subjects and so easy to take advantage of the child's momentary desires, that the importance of leading is frequently lost sight of in the ease of following. Such a course is fatal to the best development of both mind and character. It is weakening to both, and bound to exaggerate still more the failings I have previously mentioned. Every man must do many things which are disagreeable in the doing. His education must not unfit him to do this or make it more difficult for him to do it. Heaven help the child who has always followed his own inclinations!

In applying kindergarten principles, then, to education to secure their innumerable benefits, let us remember that man must be persistent and self-dependent, ready to meet and overcome obstacles in order to reach his best development. Let us beware of smoothing the child's road, helping him over all the rough places, or of following his lead so that he becomes desultory, dependent upon others, and ready to turn aside at any obstacle because too weak to surmount or remove it.

The poor or bad kindergarten may do infinite harm to mind and character. The good kindergarten is invaluable.

Superintendent F. Louis Soldan of St. Louis closed the discussion. He curtailed his address much to the regret of the audience who would fain have waited, although the hour was

whelming crowd were so perfectly planned and so admirably carried out, that delegates were warm in their praise and gratitude for the completeness with which their needs and wishes were met. To the Boston committee, with President Eliot at its head, the credit for this success is due.

Copley Square, being a beautiful locality and easily accessible from all parts of the city, was chosen as the rallying point, and the choice proved most satisfactory in every respect. All the leading hotels in the vicinity were used for state headquarters, and the many near-by churches, halls, and auditoriums were given up to the meetings of the various departments. The headquarters of the convention at the Walker Building of the Massachusetts Institute of Technology presented a busy scene with its ever-changing crowd of arrivals, waiting in line to reach the registration bureau. With the certificate of membership was given the official badge, —a small gold-plated medal, suitably inscribed, with the State House in relief, and having a blue or white ribbon attached to denote active or associate member. An envelope was also given containing the official program, two excellent souvenir guide-books of Boston, bulletins of school exhibits and excursions, and other interesting matter. A large tent was pitched on the grass between two of the Technology Buildings for the reception of the visitors, and from here they were escorted to their lodging places by Boston school boys in full uniform. Clubhouses, schoolhouses, public buildings, and homes were

freely opened to this great company, and universities and other institutions, public and private, united to make the visitors welcome.

Perhaps the most novel feature of the work of the committee on hospitality was the Women's Clubhouse, a delightful rest resort which had been fitted up at the Girls' Latin School on Boylston street. With its spacious parlors and writing rooms, its rest rooms and dressing rooms, it was a haven of refuge for the tired ones, and seldom were any of its comfortable armchairs and couches unoccupied. In this building was also located the temporary relief hospital for men and women, fitted out by the Boston City Hospital with matron in charge and nurses from four different hospitals in constant attendance.

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All the department meetings were also well attended and those of the kindergarten, which have been hitherto regretfully small, suddenly outgrew all the other department meetings.

DEPARTMENT OF KINDERGARTEN EDUCATION.

So great was the interest manifested in the opening session of this department that the South Congregational Church, where its meetings were to be held, was found inadequate to accommodate the thousands of people who wished to attend. They filled the church auditorium and aisles, overflowed the vestibules and stairs to the vestry below, while many were unable even to gain entrance. Arrangements were made for an overflow meeting, but the notice to this effect was soon amended by President Eliot with the welcome announcement that the committee in charge had risen to the occasion and had procured Mechanics' Hall for the meeting. To this place the audience speedily adjourned, filling more than half the seats on the floor and two thirds in the first balcony.

In the absence of the president of the department, Mrs. Pauline Agassiz Shaw, whose state of health did not permit her to be present, the vice-president, Miss Stella L. Wood, Minneapolis, presided. The program was strong, practical, and of unusual interest, including addresses by leaders in social betterment and in educational thought outside of the kindergarten as well as by noted kindergartners.

Thursday, July 9.

The general topic of the first session, The Extension of the Kindergarten Ideal into Other Fields of Education, was treated by Joseph Lee, vice-president of the Massachusetts Civic League, Boston, from the

standpoint of social effort. Mr. Lee's finely interpretive paper, entitled Kindergarten Principles in Social Work, will be published in full in the October number of KINDERGARTEN REVIEW. Miss Sarah L. Arnold, dean of Simmons College, Boston, won hearty applause by her lively and interesting address on Kindergarten Principles in General Education, of which an abstract is subjoined:—

The school of to-day is indebted to the kindergarten for many of the characteristics on which it prides itself. The influence of the kindergarten may be recognized in school systems which have denied it a place; it is acknowledged wherever the progress of education is thoughtfully reviewed. This beneficent influence has infused a new spirit into the public schools, and has created, or at least developed, a new type of teacher. This extension of the kindergarten spirit is far more important than the extension of the kindergarten.

Among the many traces of the kindergarten which appear in general education to-day, these are most prominent, and, perhaps, most truly indicate the kindergarten spirit:—

1. The mother instinct in the teacher is approved, and the pupil in the school, as in the home, is appreciated as an individual, not merely as a part of a machine. A life to be nurtured takes the place of the block to be carved, or the wax to be moulded, in the phrase of the school. This individual life is more reverently regarded than ever before in the history of schools.

2. Our schools, following the kindergarten, are emphasizing the principle that the growth of the individual is a direct result of his "self-

activity." "Jack ought to know that; I have told him twenty times," we used to say. The child's knowledge was supposed to be a product of our activity. Now we know that Jack's doing, rather than our prescribing, determines his growth, and the best courses of study arrange for his doing, under wise guidance and prescription.

3. The gospel of play has been interpreted to us by the kindergarten. The lesson of the playground has been carried over to the school through the mediation of the kindergarten. The four-year-old plays *The Five Knights*, the college senior presents *As You Like It*. The parallel is easily discerned. So, too, the mimic race of the child's game has in it all the elements of the later athletics.

4. The power and sense of coöperation are developed in the kindergarten. The many work together for good. The success of all depends upon the achievement of each. This the schools are slowly learning. The individual is brought to his best, but not for himself alone. The goal is service.

5. And last, though not least, the spiritual discernment of the meaning of the task—so emphatic in the kindergarten creeds—is becoming the heritage of all teachers. The child reaching for the "light bird" which eludes his grasp, learns to rejoice in the beauty which he cannot monopolize, "to love the wood rose and leave it on its stalk." The kindergarten sees the spiritual side of experience, and learns to measure results by another gauge than the rate per cent. The standard of attainment in our schools is no longer intellectual alone. The citizen and the man overshadow the scholar; rather, the three are one. And for this grace we must return thanks in large measure to the kindergarten.

This address was followed by a dis-

cussion opened by President Eliot of Harvard University, who said:—

Though I have had less personal observation of kindergarten work than of the secondary and higher work, I am sure that the fundamental ideas of the kindergarten are just what are needed in all grades of schools. The best principle and practice of the kindergarten is that the children should be happy while they learn, and that they learn better while happy.

The older view was that there was no real work, no valuable discipline in school, except through disagreeable, painful and repulsive processes. This idea received support from the theological doctrine that solid good can come to poor humanity only through pain, misery, and unhappiness. It is this hideous error in education against which the kindergarten contends. The kindergarten brought the antidote for this poison in the mind of youth.

For generations systematic education has been looked on by the young as an infliction to be endured, an interference with the natural joys of life. How many adults still regard labor as a curse, and the earning of a livelihood as an obstacle to happiness! Yet labor creates the home and civilized society. It is always the interest in labor and the product of labor that makes it happy.

Every intelligent person to-day seeks his fundamental satisfactions through labor—labor with a loving motive. For instance, the hard work done to prepare for this convention called for patience with details, and persistence in overcoming obstacles, under no little anxiety about the outcome, but there are no better satisfied men at this moment than the local executive committee for this convention. They are happy in their legitimate reward, these profitable meet-

ings, these glad thousands. At school the child should work with hope of achievement and with the sense of having achieved, and that child only is to be pitied who is unable to win this satisfaction. Are not these the inducements to hard work which satisfy and profit grown-up people? The kindergarten sets them before little children.

The motive of the kindergarten, "Joy in doing," should be the motive in all education, and the inspiring, the happy motive of every stage of human life.

Dr. Michael Anagnos, director of Perkins Institution for the Blind, South Boston, turned the attention of the audience to the beneficial effects of kindergarten methods in the education of the blind, the deaf and dumb, and the feeble-minded. His paper is here presented:—

There is no clearer evidence of the value and significance of the kindergarten than the fact that its methods, as systematized and put into practice by Froebel, are the basis in all education at the present day. They are definite in their purpose and universal in their scope. They form the foundation of rational pedagogy and have infused new vitality into this science. They run parallel with the entire educational career of the child, the youth and the man. They contain within themselves the elements of that idealistic philosophy which aims to unfold the mental faculties, cultivate the heart, promote self-activity, plant the seeds of altruism, transform thought and sweeten life. The educational fires fed by them burn so steadily that their glow not only illumines and brightens the horizon of the kindergarten, but has penetrated into the rooms of the different grades of public schools, from the lowest to the highest, whence it is ban-

ishing the prevailing mechanical modes of teaching and learning and the gloom which these are likely to produce.

These methods apply with even greater force to the training of little blind boys and girls than they do to that of normal children.

Bereft of one of the royal avenues of sense and born for the most part to poverty and misery, these hapless children live in ever-enduring darkness and are terribly hampered in their movements and greatly circumscribed in their opportunities for bodily exercise. Their infirmity exerts a baneful influence upon all sides of their being and impedes the harmonious development of their physical, intellectual and moral powers. It deprives them of all incentives to locomotion and cuts them off from the ordinary ways of play. It weakens the springs of activity and engenders timidity, irresolution, and habits of indolence and idleness. Pale faces, flaccid muscles, enervated constitutions, stamina far below the normal standard, unsightly bodily idiosyncrasies and peculiarities, aversion to steady exertion, erroneous or imperfect conceptions and mental pictures of the outer world, undeveloped and unregulated powers of imagination, narrow and incorrect views of things, strong tendencies to selfishness,—these are some of the undesirable effects which are inherent in the loss of sight and which beset the path of education of the victims of this calamity with serious obstructions and peculiar hindrances.

Owing to the low state of his organic constitution the life of a blind child is set in that minor key which produces what Wordsworth calls the "still, sad music of humanity." When he enters school he is burdened with all the disabilities which have just been enumerated; and the problem how to unfold his mental faculties and

foster his native capacities is rendered thereby very perplexing and very hard to solve satisfactorily. His development must of necessity be chiefly gained through his fingers; but the inevitable difficulties which in the natural order of things are to be encountered in his training are enormously increased by the feeble condition of his nerveless little hands which are destined to interpret the universe to his mind, and upon which he must depend for a great part of his objective knowledge.

Now, of all the instrumentalities which can be successfully employed with a fair prospect of overcoming these obstacles and of producing results of a superior character, the kindergarten is the most promising.

This system is admirably suited for the training of little blind boys and girls, containing as it does within itself that principle of organic life manifested in gradual development and the power of counteracting the undesirable effects produced by the destruction of the visual sense and by the weakening and degrading influences to which sightless children are exposed. It supplies the air, the sunlight, and the showers, which make them grow strong and healthy and which are needed to secure the germination of the seed of their faculties planted in the soil of a parched and imperfect physical organization. Through the Gifts and Occupations, it provides the best and most effective means of training the tiny fingers to ordinary uses, and of inducing that muscular control of the hand which renders it an intelligent executor of the decrees of the will and a faithful servant to the mental faculties. It stimulates the inventive powers of the children and promotes their love of construction. It sets the wheel of their observation in motion and gives to them correct mental images of objects and of representative processes

in the world of nature and of industry. It teaches them to perceive distinctly, to speak plainly, and to reason rightly. It affords them unequaled facilities for gaining an adequate conception of forms of various kinds, and rare opportunities for the cultivation and refinement of their remaining senses. It enables them to acquire patience, perseverance, manual dexterity, self-control, and force of will. Finally, by its daily exercises in right thinking and doing, it infuses into them a spirit of uprightness and truthfulness and encourages them to deeds of honesty, helpfulness, self-reliance and courtesy, until these little periodical acts become habitual.

Of the numerous beneficent results obtained from the methods and processes of the kindergarten, supplemented by the simple exercises in the gymnasium, the following are the most noticeable: Good physical development, muscular strength and suppleness, habits of attention and order, freedom and grace of movement, quickness of invention and sanity of imagination, manual dexterity, together with love of construction and appreciation of utility, an elementary idea of symmetry and harmony, and initiation into the conventionalities of polite society as shown in the demeanor of one child toward another, and in matters of eating, drinking and personal cleanliness.

The methods of the kindergarten are as beneficial to many older blind persons as they are to children of tender age. Indeed, without their aid there is no possibility of satisfactory development in the case of a large number of grown-up pupils whose minds are immature and untrained, and whose muscles have become rigid on account of the lack of use. The excellent work which Ramabai, the high caste widow, is doing in India, affords a striking proof of this necessity. She begins

all her educational efforts in behalf of girls and young women, from the age of four to twenty years, by employing the methods of the kindergarten with its Gifts, Occupations, games and songs; and a great deal of the remarkable success of her plan is attributable to this procedure. Certain blind young men and women are in a similar condition, and they should be treated in the same way precisely. They should have a thorough preliminary training in the elementary occupations of the kindergarten, such as card-pricking and sewing, weaving and the use of various Gifts, so that they may develop constructive and creative power before they are taught to read and write and before they learn a trade. Thus, besides receiving the advantage of the ethical and intuitional training, which is the main power of the kindergarten system, they will at the same time gain an idea of industry, thrift and citizenship.

Froebel's methods of education are no less valuable for the harmonious development of deaf and dumb persons than they are for the blind. In addition to the numerous essential benefits which the kindergarten confers upon all classes of children, defective as well as normal, it bestows special benefits upon those bereft of hearing who have no means of communication with those around them and who live in entire isolation from their environment and in perfect ignorance of what is going on in the world. Through the activity of their fingers, and the exertion of their attention, it opens the portals of the vacant mind, which seems to be a veritable *tabula rasa*, and creates in it certain simple and elementary ideas together with the necessity of using some kind of symbols or signs for their expression. These are valuable steps towards awakening the intellect from its dormant condition to

consciousness; and, by being steadily followed in a rational way, lead to the constant development of thought and the acquisition of adequate language for its interpretation.

So far as backward and feeble-minded children are concerned, there are no better or more fruitful methods for their training than those afforded by the Gifts and Occupations of the kindergarten. These can be most successfully employed in kindling the sparks of intelligence which may be found buried in the convolutions of weak and imperfect, if not distorted, brains.

Thus it is evident that the principles underlying the kindergarten are fundamental in all education from the nursery to the university and that, by adapting their application to all classes of children and to different stages of growth, they will produce such results as cannot be obtained through any other system of training.

For these, and much more, Froebel deserves to be honored as one of the most eminent educators of the world, and his name is to be praised and blessed as that of a great apostle of humanity.

At the conclusion of Dr. Anagnos' address, which like President Eliot's had dwelt upon the good effects of the kindergarten, Mr. James J. Greenough, master of Noble and Greenough's School, Boston, Mass., spoke in a somewhat different strain, mixing warning with his appreciation. His subject was Some Dangers in the Application of Kindergarten Principles.

Because I recognize the debt which all education owes to the principles of the kindergarten, I wish to point out some dangerous tendencies in the application of these principles which I have noticed in my work with older children.

children of parents whose environment has cut them off either wholly or partially from the æsthetic of life, from literature and art, the truth and beauty of life, the kindergarten has opened a new world to them. It has uplifted them and added their powers of enjoyment hundredfold. Into lives of morose dullness it has brought its message of sweetness and light. Upon children the effects of the kindergarten must be good, but it has serious dangers for children of fortunate parents, unless accompanied with great care.

I have prepared boys for Harvard College for twenty years in Boston, whose parents are well-to-do. Their fathers and grandfathers have usually had a college education. Their surroundings from infancy have been such as to stimulate the mental processes. In their first dozen years they have often lived through vicissitudes which would have suffered our ancestors for a lifetime. They have had horses and boats, spent summers in the country and winters in the city. They have had everything in their lives except the struggle to obtain, and the development and enjoyment which comes from this struggle.

Their needs are very different from those of the children I first mentioned. They do not need the widening of their horizon—it seems somewhat too wide already. They do not need the training in manual dexterity and the unselfish ideals of the kindergarten. They do not need sentimentality such as I heard of in a private kindergarten this winter, to which a child took a favorite doll and hid it by the child herself, Mary O'Reilly, after a very dear friend, only to come back in tears because the name had been changed to sell on the ground that the old doll was not a pretty one. They do

need to have impressed upon them, more than anything else, the lesson which the other children learn from their daily lives, that *man must work*.

These boys form a small proportion of the total number of school boys, but in all our large cities there are two or more private schools for them, besides the large boarding schools which fit for college, so that their needs are at least worth consideration. Many of these boys will have large responsibilities of wealth and position. They must be trained to meet these responsibilities. They must learn to be industrious and persistent. It is easy to learn the lesson of industry and persistence if our daily bread depends upon our own exertions, if we must struggle to obtain. Needs must when the devil drives. It is hard to learn it if the bread is put in our mouths, if we obtain without a struggle. It is absolutely necessary in the education of this type of boy to make him realize that work is worth while, to form in him a habit of doing his work without stopping to question whether it is interesting or not. He has so much in his surroundings to interest and distract him and so little to make him work, that school must above all teach him application and persistence. Anything in his education which tends to weaken his sense of duty and his self-dependence unfits him for the burdens he is to bear. It has been my experience that kindergarten training with this type of boy has this dangerous tendency, although nothing in the principles of Froebel ought to produce this result if rightly applied.

It had been my general impression for many years, in common with many secondary fitting school teachers, that boys who had received kindergarten training were for some reason less successful in preparing for college than those who had not had

it; but distrusting a mere impression I consulted my school records for evidence to support or contradict my previous impression. The list of kindergarten trained boys was startling from the similarity of the characteristics of the boys whose names appeared in it. This similarity was so pronounced that one teacher in the school, after hearing the first ten or a dozen names on the list, named a dozen more without a single mistake, merely because he recognized in them these same characteristics. Almost all of these boys were deficient in just those qualities which I have said are particularly necessary for this type of boy—application and persistence. They make mistakes in translation from foreign languages and the classics because they have only half learned the paradigms of inflection. English suffers from bad spelling and inaccurate use of syntax. They understand the theory of mathematical processes, but somehow fail to reach correct results. In history their conclusions are vitiated by inaccurate data about actual events. They are not thorough. They are weak throughout on facts and details which are hard to master and offer very little excitement or interest in themselves. These facts and details are drudgery to us all unless we have formed a habit of doing what we set out to do whether we find it interesting or not; unless we find our excitement and interest in the successful accomplishment of a difficult task; unless we do our duty either consciously or unconsciously because it is our duty. These boys are weak in this particular kind of knowledge, because things have been made too easy in their early training and they have become accustomed to have some one supply an adventitious interest to hold their attention. They are easily interested as long as a teacher can work with them, but when they study

by themselves their interest soon flags and comparatively little is accomplished. Their attention is easily diverted from the subject in hand. They have a scattering versatility, a wide but too superficial interest, a quickness revolting against hard work, a dependence upon others and too little ability to work by themselves.

The principles of Froebel, if properly applied, can and should strengthen them just where they need it, in the realization of the need of work and the power to work; but an abuse of these principles coöperating with their environment in which there is no incentive to work is bound to weaken them. Such an abuse of kindergarten principles is only too easy. Mawkish sentimentality, constant help by the teacher, allowing a child to abandon work which he has once begun before it is finished and continuance of methods adapted to the infant minds after the child is old enough to need stronger mental food were never contemplated by Froebel and are directly contrary to his ideas, but do exist in many private kindergartens to-day, especially in the intermediate and advanced classes conducted on kindergarten principles, through which most of my pupils have passed.

An average of the year's record in both recitations and examinations by classes still further supported my general impression. The average of kindergarten boys was lower in every class from the first class, which had already passed the Harvard preliminary examination, down to the seventh class of boys, from ten to eleven years old. There is, of course, nothing conclusive in statistics from only one hundred and fifty boys, of whom one third had received kindergarten training, but the uniformity of marked characteristics in the kindergarten trained boys and their

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it? Natural aptitudes, of course,
differ. One man's meat is another
man's poison, but can we decide for
a child or can we let him decide that
he shall not take a certain study be-
fore we have tried to arouse his in-
terest in it? It is our duty to lead
as intelligently as we can. It is his
duty to follow. It is so difficult to
arouse interest in some subjects and
so easy to take advantage of the
child's momentary desires, that the
importance of leading is frequently
lost sight of in the ease of following.
Such a course is fatal to the best de-
velopment of both mind and charac-
ter. It is weakening to both, and
bound to exaggerate still more the
failings I have previously mentioned.
Every man must do many things
which are disagreeable in the doing.
His education must not unfit him to
do this or make it more difficult for
him to do it. Heaven help the child
who has always followed his own in-
clinations!

In applying kindergarten princi-
ples, then, to education to secure their
innumerable benefits, let us remem-
ber that man must be persistent and
self-dependent, ready to meet and
overcome obstacles in order to reach
his best development. Let us beware
of smoothing the child's road, help-
ing him over all the rough places, or
of following his lead so that he be-
comes desultory, dependent upon
others, and ready to turn aside at any
obstacle because too weak to surmount
or remove it.

The poor or bad kindergarten may
do infinite harm to mind and charac-
ter. The good kindergarten is in-
valuable.

Superintendent F. Louis Soldan of
St. Louis closed the discussion. He
curtailed his address much to the re-
gret of the audience who would fain
have waited, although the hour was

late, to hear more from this ardent and forceful speaker. The following is a short presentation of his ideas:—

The appliances of the kindergarten, the games, plays, building blocks, and toy occupations, appertain to the earliest stage of the child's education and cannot wisely be carried beyond. But there are principles involved in kindergarten training, which are generally valid and apply to general education as well as to the kindergarten.

One of these principles is that which lays stress on the self-activity of the child. There is a twofold process in education. The one is that the child should learn the facts of life. Information is conveyed to him from without, through parent, teacher and school. The facts of life, history, geography, etc., become part of his store of information. Facts are converted, as it were, into ideas. This was largely the old idea of education, in which the pupil was made the recipient of knowledge conveyed from without.

There is another and still more important process in education. To be a scholar is not man's highest destiny. He must be a worker. He learns in order that he may use his knowledge in life. The work which his mind conceives and plans, his hand must be able to execute in reality. That is to say, he must learn how to translate thought into facts.

The two currents in education, that of learning and that of doing, are the important principles which the kindergarten emphasizes, and which admit of general application to education of every age.

Education is but too often looked upon as the activity of teachers and schools. Its proper purpose is the reaction which the educator calls forth in the child by his influence. It

is the child action rather than the teacher which is the controlling point in education and which is eminently a characteristic of the kindergarten.

The meeting adjourned after the appointment of the following committee on nominations: Miss Caroline T. Haven, New York; Miss Mary C. McCulloch, St. Louis; Miss Evelyn Holmes, Charleston.

Friday, July 10.

The kindergartners again met in Mechanics' Hall for the closing session of the department. The general topic considered was The Kindergarten and the Community. The first speaker, Richard Watson Gilder, editor of the *Century Magazine*, gave a sympathetic address on The Kindergarten an Uplifting Influence in the Home and the District. (The address will be found in the opening pages of this number.) Miss Caroline M. C. Hart, Baltimore Kindergarten Association, Baltimore, Md., spoke on The Power of the Kindergarten Training School in the Education of Young Women, treating the subject from a high plane of thought. The October number of KINDEKGARTEN REVIEW will contain this article in full.

The delightful address given by Miss Elizabeth Harrison, principal of Kindergarten College, Chicago, on The Scope and Results of Mothers' Classes (see page 11) was followed by a general discussion, led by Mrs. Marion B. B. Langzettel, New York city. Mrs. Langzettel treated first the subject of the private kindergarten in a discriminating paper which we reserve for a future issue. She

then described the origin and growth of the Froebel League of New York city as follows:—

The Froebel League is an organization composed of young mothers who have made a serious study of kindergarten principles and a practical application of them in their own homes. It had its origin in the advice of a physician to a young mother. He had noticed, in families where one child had had the benefit of the kindergarten and another had been denied that privilege, that there was a marked difference in development in favor of the kindergarten child, and he advised this young mother to look into the subject. She did so and invited ten of her friends to join her in a mothers' class. The work laid out was a study of Froebel's *Mother Play* and children's playthings. This work was carried on for several years until the need was felt for more complete organization.

The work of the League is carried on along four lines:—

I. Kindergarten, connecting and primary classes for children between three and eight years of age.

II. Training and study classes in both the theory and practice of the kindergarten principles for mothers and those having the care of children.

III. Lecture courses in literature, science and music for the purpose of forming universal rather than incidental standards of life.

IV. Evening classes for nurses and governesses, where talks and materials are given to aid in the right training of young children.

Each mother makes a thorough study of Froebel's text-books, particularly the *Mother Play*, *Education of Man*, and the *Pedagogics of the Kindergarten*. In this way she becomes familiar with an organized series of playthings, typical songs, games and

stories, as well as with philosophy and psychology.

The course proper is laid out for three years, but many of our members have rounded out their fifth year of attendance upon these lectures.

Miss Blow's literary courses form an integral part of each winter's work. The membership for the Faust class last winter numbered 125. Dr. Thelberg of Vassar College gives annually lectures upon maternity and adolescence. Other lectures are chosen from time to time upon subjects bearing on child-nurture.

Several letters have been sent me reflecting the opinions of those who have come in touch with the League in various ways and these may show you something of its influence.

"I am very sorry that I cannot put into words my opinion of kindergartens for you. I am waiting for some one else to express what I think. In theory I acknowledge they are ideal, but in practice almost impossible to carry out, but I am a firm believer in the work and approve of its being practiced on other people's children."

"K. has been benefited by it in every way. When I sent her to you I confess it was principally to keep her occupied in the mornings, for I did not believe much in kindergartens, but now I am completely converted, for it has developed and helped K. in every way. I think the way you have understood her and managed her has been wonderful, and it seems to me that the best part of kindergarten is that each individual child is helped to development where it is most lacking. I cannot thank you enough for what has been done, and I know these two years will have an effect upon her character which will be lasting."

"I feel a good deal more than I can say in regard to kindergarten. For my children, it has rounded out each

childish impulse which, without kindergarten, would have been left untouched. The successive steps taken have helped them to acquire easily, without force or effort. To me, a child without kindergarten training is like fruit picked too soon and ripened in the dark. For myself, it has taught me a conscious, rational mode of procedure with each child in place of always experimenting."

"In reply to your letter, I would like to tell you that as a girl of fourteen the care of two little brothers became a necessity through the death of my mother when the baby was five days old and the other boy two years and a half. These boys I brought up in the most vigorous manner. I spanked and scolded frequently, and conscientiously did my very best. Kindergartens were unknown to me, but I would have grasped their help had I known all the support they could give. Having had in this way children to bring up before my own came, it is most interesting and very painful to look back upon my ignorant, childish efforts, for it was when my eldest boy was only two months old that your first mothers' class was held in New York. Through the Mother Play I learned that there was such a thing as insight, and that, as the nurturing of the soul of each little one was the most sacred thing we should ever be called upon to do, we should prepare ourselves for this holy task in the most thorough and comprehensive manner. Now that our eldest son has attended your kindergarten for two years, we, his parents, are prepared to tell you the great influence for good we feel it has brought him. Neither of us having been able to use our own hands with skill, we look with wonder upon the intricacies of work these little fingers accomplish, and we see with delight the fondness for nature which is most unconsciously absorbed. I am glad to know that

my child at this early age is coming in contact with so many little minds under wise direction, and I want to say just here how heartily I approve of large kindergartens. Hoping you will see from this what a vital want the kindergarten has filled in my life, hand in hand with the mothers' classes," etc.

"I notice my child's deepened interest in nature and the higher standards which he is applying most spontaneously to his own life. For instance, his conception of a hero (or the kindergarten conception) which he is trying to live up to, has entirely changed his point of view as to what he should or should not do, and he is full of a really reverential spirit of patriotism. He meets other children on a more unconscious and better balanced footing, and altogether I am pleased and grateful beyond words. As for myself, I feel that my responsibility is at least doubled since I joined your class in January, but I glory in it, for there is a definite method to be followed and tangible help on every side to further the boy's development. To build up a high ideal of right in the child rather than to correct him in a negative way is one of the greatest theories I have gotten hold of."

"A great many of the kindergarten's benefits are too vague and general to be expressed in a few words. Perhaps the greatest help to me has been the constant holding up of an ideal in the home, and the making of that ideal as definite as possible. I was very much impressed by your saying that the modern child does not get his experience vitally enough,—or there is that danger. He is hurried so fast from one experience to another. Also, I was impressed by the emphasis you placed on the thought that we must be definite in what we do with our children. I have

found the Mother Play song especially helpful. For weeks I showed the picture to my little boy, then three years old, and pointed out how we could not see the wind but could see what it did. A little later he said, 'Mother, why cannot I see the holy angels if they are watching by my bedside and see me?' I answered, 'They are something like the wind. You cannot see that, but you can know about it.' His whole little face was illumined, and he said, 'Mother, I see!' To this day that little fellow's spiritual experiences are deeper for that moment of inspiration. So much for the home. For the kindergarten, I have found that the child gets a strong sense of wholeness instead of individualness. The daily hearing of good music has developed an ear and an intense love of music in my child. He has become very observant and very much alive to the world about him. He is now in school and has a good power of concentration. I add this because I have so often been told that this is what the kindergarten child is sure to lack. But what the kindergarten child is sure to have is an immense fund of primal experiences in nature study, color study, stories, and their interpretation."

"You would never believe what the mothers' class did for me were I to tell you. I wrote to tell you once, years ago, and never sent the letter,—it was so intimate. The mothers' class helped me to find myself. It gave me the keynote. It has taught me the relation of things. It systematized and related all the various facts I had been gathering for years. It gave me a standard to measure everything by. It changed my point of view. It gave me confidence in my own judgment concerning myself (a very useful thing in my own case) and individualized me, set me free in time, free from some things that bound me."

Bishop Spalding tells us:—

"Life is the unfolding of a mysterious power which rises to consciousness in man and through self-consciousness comes to a knowledge of a world of law and truth and love, where action may no longer be left to the sway of matter and the impulse of instinct, but should and may rise to the control of reason and conscious insight. To intelligently aid this process of unfoldment is to educate."

Surely if the study of Froebel's principles can keep the mother in the understanding of the earliest years of a child's life, they should be a part of every mother's education.

Mrs. Ella Flag Young, professor of Education, University of Chicago, also contributed to the general discussion. She expressed sympathy with the kindergarten idea and said that she hoped its influence would extend more and more through elementary, secondary, and university courses.

Miss Stella L. Wood of Minneapolis, Minn., secretary of the International Kindergarten Union, then made a few remarks concerning that organization:—

The kindergarten first organized at the Saratoga Springs meeting of the National Educational Association, in 1892, to prepare for the Columbian Exposition of 1893. Thirty persons signed at Saratoga as charter members. Thirty-nine more joined before the meeting at Chicago in 1893; and the union then comprised nine branches and two life members. Several meetings were held in connection with the N. E. A., but later it was deemed advisable to appoint a separate time and place of meeting as the department of superintendence of the N. E. A. had done. Accordingly, the International Kindergarten Union has held its separate meetings in dif-

ferent cities, usually in the spring. Its tenth meeting was held at Pittsburgh, Pa., April 14-17, 1903. At that time the union reported eighty-one branches representing eight thousand members, five life members, two honorary life members, and ninety-six associate members. There are represented in the union twenty-seven different states, Canada, and South America. At the Pittsburgh meeting among the most important things done were: (1) the appointment of a committee of fifteen to formulate a statement of kindergarten principles and belief, and (2) the revision of the constitution to fit the needs of the rapidly growing organization. The question of meeting on alternate years with the National Educational Association has been discussed, but is not yet decided. The next annual meeting of the union is to be held at Rochester, N. Y.

The election of officers resulted as follows: President, Dr. Jenny B. Merrill, New York city; vice-president, Mrs. Margaret J. Stannard, Boston; secretary, Mrs. O. S. Chittenden, Omaha. Miss Wood, who had presided over the meetings most acceptably, handed the gavel to Dr. Merrill, who said that she hoped all kindergartners would profit by what they had heard and would especially remember to study any weaknesses that had been pointed out by "our friends, the enemy."

Thanks were extended to Mrs. Shaw, President Eliot and all who had done so much to make this department of the great convention such a marked success.

RECENT LITERATURE.

BOOK REVIEWS.

THE KINDERGARTEN BUILDING GIFTS. By Elizabeth Harrison, co-principal of Chicago Kindergarten College, and Belle Woodson, instructor in Gifts and Occupations, Chicago Kindergarten College. Sigma Publishing Co., St. Louis, Mo.

Miss Harrison has so plainly proved her power to present Froebel's ideas in an untechnical and acceptable form to the general public that we almost grudge having her write a technical book such as the present volume. We have not yet so many books like *A Study of Child Nature*, in particular, and *In Story Land*, etc., that we should choose for their author to turn to writing books of a different sort. But here is *The Kindergarten Building Gifts*, plainly a technical book and probably doomed, as such books are, to a limited circle of readers instead of being read by the larger public that welcomed Miss Harrison's first book.

The *Kindergarten Building Gifts* is an exposition of the first six Gifts of Froebel's organized series of playthings for children and of two recent inventions called the Divided Cylinder and the Curvilinear Gift. The kindergartner sees with some surprise that these two are listed in the Table of Contents as if they were Gifts in good and regular standing in Froebel's original series instead of what they are,—new candidates presenting themselves for examination, and not yet known, much less accepted, by the kindergarten world.

Some of the inventions pictured and described are very ingenious indeed, but only three are wholly adopted by Miss Harrison and Miss Woodson as actually belonging to their Third or Cylindrical Series. These are the divided sphere, the divided cylinder (divided as is the cube of the Third Gift), and the curvilinear gift,—also a divided cylinder but of larger size and with more divisions than the other cylinder, and with con-

centric division added. Miss Harrison finds these forms and divisions indicated in Froebel's writings, though these Gifts were not developed and incorporated into his series by him. By its general style and the tenor of its thought, and by its frequent references to Dr. Denton J. Snider's *Psychology of the Gifts* for reinforcement of statements and conclusions, Miss Harrison's book shows a close relation to Dr. Snider's book. It is a sort of companion volume, dealing, as Miss Harrison says, with the morphology of the Gifts while his book deals with the psychology. Although this very fact will attract many, it will define the book to other kindergartners as one that they cannot accept unreservedly, since they do not accept the psychology on which it is confessedly based. The reviewer belongs to this class of its readers but, notwithstanding the difference in view and in some of the conclusions reached, has found that the reading of the book has revived previous knowledge and understanding of the Gifts, quickened interest in them, and furnished many happy hints for nursery and kindergarten play with Froebel's simple but developing playthings.

ADDRESSES ON WAR. By Charles Sumner. **THE FUTURE OF WAR.** By Jean de Bloch. Ginn & Co., Boston. Each, \$0.50; postage, \$0.10.

The extremely low price of these well-bound volumes (they are meant for faithful thumbing and lending) puts them where Mr. Ginn and the International Union and Peace Society want them to be—within the reach of every reading American. "Charles Sumner's address on *The True Grandeur of Nations*," says Mr. Edwin D. Mead, "is, of all pleas made by American men for the rule of peace on earth, the noblest and the most comprehensive, save Sumner's own later address on *The War System of Nations*." These and a third address, *The Duel Between France and Germany and Its Effect on Civilization*, have been brought together with an introduction by Edwin D. Mead, and they are now sent forth among the people to do their beneficent work for the cause of peace.

Jean de Bloch's great masterpiece on *The Future of War*, as published in Russia, comprises six volumes. The single volume presented by Mr. Ginn is a translation of the last volume in the

Russian series which gives the gist of all the others. The American book contains also a dialogue between W. T. Stead and the author, together with a biographical sketch and account of the author's other works.

BOOKS RECEIVED.

THE UNIVERSITY OF CHICAGO PRESS, Chicago. *The Place of Industries in Elementary Education.* By Katherine Elizabeth Dopp. Postpaid \$1.10.

REPORT OF THE COMMISSIONER OF EDUCATION, 1901. Vol. II.

B. F. JOHNSON PUBLISHING Co., Richmond, Va. *Educational Manual Training*, No. 2, Cardboard Construction; No. 3, Elementary Knife Work; No. 4, Advanced Knife Work. By William C. A. Hammel. \$0.20 each.

UNIVERSITY PUBLISHING COMPANY, New York. *Pathways in Nature and Literature. A First Reader.* By Sarah Row Christie. *Grimm's Best Stories.* Paper, \$0.12½; cloth, \$0.20.

GINN AND COMPANY, Boston. *Hero Stories from American History*, for elementary schools. By Albert F. Blaisdell and Francis K. Ball. Postpaid \$0.60. *Boston Guide Book.* By Edwin M. Bacon.

A. S. BARNES AND COMPANY, New York. *The Child Housekeeper.* By Elizabeth Colson and Anna G. Chittenden. \$1.50 net.

H. LOVELL AND COMPANY, New York. *Tales from Wonderland.* By Rudolph Baumbach. Translated by Helen B. Dole. Adapted for American children by William S. M. Silber. \$0.30.

HINDS AND NOBLE, New York. *A Broad-er Elementary Education.* By J. P. Gordy.

GLOBE SCHOOL BOOK COMPANY. *An Easy Road to Reading.* By Louise Beecher Chancellor.

ZIMMERMAN'S, New York. *In Happy Far-Away Land.* By Ruth Kimball Gardiner. \$1.50 net.

RAND, McNALLY AND COMPANY, New York. *Composition and Rhetoric.* By Rose M. Kavana and Arthur Beatty.

ANNUAL MEETINGS AND REPORTS.

Chicago, Illinois.

At the annual meeting of the Chicago Kindergarten Club, held May 9 at the School of Education, University of Chicago, the entire building was thrown open for the entertainment of the club, each department proving of greater interest than the last to the enthusiastic guests. A dainty luncheon was served to one hundred members in the Domestic Science Department, the tables being profusely decorated with spring violets, after which the club adjourned to the gymnasium, where the following delightful program had been arranged by the social committee:—

Reports from the I. K. U. delegates, Mrs. Putnam, Mrs. Page, Miss Temple, Miss Morse; games, Miss Allen; sense plays, Miss Faulkner; Hull House, Jr., Dramatic Association, Miss Howe; Kullausen Nigare palskan, Gustafs Skol, Miss Shildon. The games, sense plays and Swedish dances were entered into with keen zest and enjoyment by the members of the club and the afternoon proved to be one of the red letter days of the year's calendar.

Saginaw, Michigan.

At the last meeting for the season of the Saginaw Kindergarten Association, held July 6, at the home of the president, Mrs. C. H. Green, eleven members were present. The treasurer's report showed that after all the expenses for the year were paid, including a note for \$200, which has been cleared off, the association would enter on their next year's work free from debt and even have a small balance to their credit. Over \$2,800 had been raised principally through the efforts of the finance committee, and the record is creditable alike to them and to the generosity of the citizens of Saginaw who have so liberally contributed of their means to the support of this philanthropy. The total enrollment of children attending the kindergartens was 205, and the total average monthly attendance 118. There are at present five kindergartens in operation, three on the east and two on the west side of the river. There is a constantly increasing demand for additional kindergartens, but finances will not at present admit of more being established. The report of the superintendent of kinder-

gartens and principal of the normal training school, Mrs. Eleanor Periam, was very complete and showed the value of the work accomplished under her able management. Eight young ladies have been graduated from the training school this year and the general outlook for this important branch of the kindergarten work is good, the training school having been but one year in practice and already self-supporting.

Philadelphia, Pennsylvania.

The annual meeting of the Philadelphia Branch of the International Kindergarten Union is always a delightful affair, as it occurs in June, and is held out at the Institution for the Blind in the beautiful suburb of Overbrook.

The celebration of the tenth anniversary of the organization gave additional interest to the occasion this year. An unusually large audience testified to the attractiveness of the program, and the popularity of the association.

Following the business meeting came the report on the Pittsburgh convention by the delegate, Miss Carrie Benkert, and the election of officers, Miss Anna W. Williams being unanimously reelected president.

The president's report showed a gratifying growth in every department of activity. The membership is rapidly nearing 500, and the society is every year receiving great recognition by public and press.

Addresses were delivered by Dr. Edward Brooks, superintendent of public schools; Dr. J. Monroe Willard, principal of the Philadelphia Normal School; and Mr. Edward E. Allen, superintendent of the Institution for the Blind.

The choral class, composed of members of the union, led by Miss McDonough, gave several musical numbers. Miss Mary E. Bitner wrote words for the anniversary song, which was sung to Gounod's "Praise Ye the Father!"

Mrs. Constance Mackenzie Durham, the first president, sent her greetings by letter from Havana; she gave an interesting account of conditions in Cuba and of the progress of the kindergarten movement there.

A clever poem written and read by Miss Mary E. Ashbrook, who came from New York for the purpose, added the

necessary bit of wit and humor to an enjoyable entertainment.

An informal reception was held on the lawn, the serving of refreshments by a daintily gowned committee on entertainment lending a social and festive aspect to the closing feature of the annual gathering.

VIRGINIA B. JACOBS, *Cor. Sec.*

Grand Rapids, Michigan.

The Grand Rapids Kindergarten Association has issued its annual report for 1902-3, which closes twelve years of work. The three principal departments are the association, the training school for students, and the Froebel club for mothers and all interested in the study of child nature. Each of these are reported as enjoying excellent success in the way of increased interest and additional numbers. The students in training reached a total enrollment of one hundred and fifty-nine throughout the year, about sixty-five of these being present during the winter terms and the balance enrolled for the summer school.

The new year opened July 6 with the summer term of the training school, for which many interesting attractions were planned. In addition to the usual regular outline of kindergarten theory and practical work, Mrs. Treat, the principal, conducted classes in literature, "Julius Cæsar" being the subject for the summer. These closed in August with a lecture by Dr. Denton J. Snider of Chicago, who also gave an extensive course of lectures in psychology and the psychology of the kindergarten gifts.

Mrs. Eugenia M. Holmes conducted the regular classes in psychology, and Miss Anna H. Littell, principal of the city training school of Dayton, O., the science and field work classes. Miss H. Antoinette Lathrop gave a series of ten lessons and lectures in primary methods, and there was a course in illustrative blackboard work by Mrs. Leila Cutler-Larabee; also training in vocal music by Mrs. D. B. Shedd and a four weeks' course in basketry, industrial weaving and sewing by Mrs. Elizabeth S. Slaght, a graduate of Pratt Institute. Lectures were given by Superintendent W. H. Elson, Mrs. James L. Hughes of Toronto and one by the Hon. C. W. Garfield on Forestry.

For the Froebel Club a most interesting program is issued for the coming year, including book reviews, nature

studies, Froebel Mother Plays and discussions of such helpful topics as The Training of Conscience, The Value of Public Opinion, How Are We Justified in Symbolic Teaching? etc., led by Mrs. L. W. Treat.

Mrs. H. L. Creswell will present the subject, Literature for Very Young Children, and Mrs. M. M. Koon the topic, Civic Responsibility. Stories for children, songs and games suitable for home use will be given.

Columbus, Ohio.

The annual report of the Columbus Kindergarten Association shows the past twelve months to have been most successful in all lines of work.

The report of the superintendent of the training school and kindergartens, Mrs. Lydia Coon Brown, is a most excellent one, giving as it does a full account of the work of all.

She calls especial attention to the study of literature which has been an important part of the year's work, as well as the taking up particularly the branches of psychology and nature study.

She speaks in highest terms of the director of the model kindergarten, Mrs. Elizabeth Samuel, whose attention to its needs and the requisite work in the training of the little ones has been most acceptable.

Thirty-five pupils were enrolled during the year, and at the close twenty-six were regular attendants.

The mission kindergartens have done good work, the one located at the Godman Guild House suffering less from prevailing epidemics than any other.

There were sixty-nine pupils at this kindergarten enrolled during the year with an average attendance of forty-one.

The Seventh street mission was closed for three months owing to epidemics, and this was a matter for deep regret, as this is a remarkable field for labor along kindergarten lines.

The Third street mission has been closed entirely since February, Miss Daun, the teacher, being transferred to the Children's hospital to do for those little ones the same good work that had been done for others in the kindergarten work and play.

The teachers of the kindergartens are as follows: Superintendent of Training School and kindergartens, Mrs. Lydia C. Brown; Model kindergarten, Miss Eliza-

beth N. Samuel; Godman Guild kindergarten, Miss E. Mae Bellows; South Seventh street kindergarten, Miss Elizabeth Tudor; North Third street kindergarten, Miss Lois Dann.

The report of Mrs. George Spahr, the treasurer, showed the receipts to be \$3,685.71, of which amount \$26.73 was cash on hand at the beginning of the year; from training class, \$725; from Model school, \$1,275.25; from donations, \$958.73; from Mrs. Stafford, \$650; borrowed, \$50. The total expenditures were \$3,674.73, leaving a balance on hand of \$10.99.

Mrs. John W. Brown, the president, in commenting upon the work of the past year, especially mentions the wise move made by the association in employing special teachers for especial lines, which has been successfully tried.

The officers of the association are: President, Mrs. John W. Brown; first vice-president, Mrs. Edwin Kelton; second vice-president, Mrs. Gustavus S. Parsons; secretary, Mrs. Robert O. Ryder; treasurer, Mrs. George T. Spahr. Atlanta, Georgia.

Seven years have passed since the Atlanta Free Kindergarten Association came into existence, and an interesting report of the work has been prepared by Mrs. Nellie P. Black, president of the association. Mrs. Black says:—

"We feel that in every section of the city where our kindergartens are located we have had hundreds of children under our care who, if left to their own devices, would have been a nuisance to the public and an expense to the courts. Instead of this, look at the kindergarten children in the public schools! I found four hundred in five schools by actual count, and have not had time to continue my investigations in eleven others. All of these pupils can testify to the good effect of this training. This year the mothers have been our best co-workers.

"The kindergarten in Fortress avenue, Miss Madge Bingham, principal, has met with even greater favor this year than last, the parents showing more enthusiasm and a willingness to help in any way within their means. The many pennies, dimes and nickels brought in by the children have been sufficient to buy all the material used in the kindergarten as well as replenishing the cabinet with fresh blocks, clay, tiles, and beads. The amount of money collected last year for the first six months was \$11.78, while for

the same period this year we have collected \$19.43, showing an increase of \$7.65. Fifty-two garments have been given to the kindergarten and distributed to those in need of them.

"In Kindergarten No. 2, Miss Elizabeth DeGraffenreid, principal, and Miss Ruth Frazier, associate teacher, there have been ninety-five children enrolled, two hundred and fifty-four visits made to the parents, seventy-eight persons have visited the kindergarten, and one hundred and sixty-six garments have been given out. These children are nearly all from Jewish homes, many of them speak a foreign tongue, and the teachers in the Bell street public school, where there are now one hundred and nineteen of our former pupils, say that it makes their work in the primary grade much easier, as the little children from the kindergarten learn to speak English there, and they take hold of the work with intelligence and ease.

"At Kindergarten No. 3, on Plum street, Mrs. Emma Coulter, principal, we have had the best average attendance for the year. The enrollment was ninety-eight, with an average attendance each month of forty-four, which was very fine considering how many children's diseases have been prevalent. There were sixty-three visits made and forty-eight persons visited the school. Thirty garments were distributed.

"Kindergarten No. 4 is known as the Woolen Mills kindergarten, Miss Susie McAlpine, principal. There have been fifty-four enrolled, with a fine average attendance, until a primary school was started in the next street. One hundred and forty visits were made and fifty-seven lunches served to the sick in the neighborhood, beside the treats every Friday given by Mrs. W. N. Nixon and her committee of ladies to the children.

"One hundred and forty-two garments were distributed; one crippled child was carried to the surgical institute seven times, where free treatment was given. In the mill sections, where so many poor families are located, our kindergartens seem to be the most needed, therefore we decided to place Kindergarten No. 5 at the Exposition cotton mills. The directors of the company and Dr. Turner, president, and Mr. Tuller, secretary and treasurer, have done everything in their power to make this kindergarten a success. A large and airy room, with big windows on three sides to let in the sun-

shine, was built for us, and the principal, Miss Rosa Belle Knox, has been given every possible help and encouragement. There have been eighty-one children enrolled, with an average attendance of thirty-four. In the homes four hundred and eighty-five visits have been made, sixty parents and sixty-five persons from the city have visited the kindergarten, and one hundred and sixteen garments have been given out.

"Kindergarten No. 6 was made possible through the generous gift of William Greene Raoul. It is located in a section of the city near the Atlanta cotton mills, and has been productive of fine

results, though the shifting population changes constantly and this interferes with the steady attendance of the children. Miss Waller, the principal, has worked faithfully at her post, and her good influence is very perceptible. She has enrolled fifty-two, has made one hundred visits and given out one hundred and twenty garments.

"The total enrollment of the six kindergartens has been four hundred and sixty this year—in 1902 it was two hundred and eighty; garments distributed, five hundred and ten; visits made to the homes of the children, one thousand, one hundred and thirty-eight."

A MAY PARTY

AT THE ALFRED CORNING CLARK NEIGHBORHOOD HOUSE,
NEW YORK CITY.

The May Party at the Neighborhood House is always one of the festive occasions in the year of mothers' meetings. This was especially true of the last May Party, as then, for the first time, the fathers were included in the invitations the children gladly carried home. They themselves had entered heartily into the coming festivity. They made the various decorations and the May baskets, napkins, etc., and even took with all seriousness the suggestion that, as part of the preparation, they should go to bed early so that father and mother would be sure to come.

Doubtless to that influence was due the large number that came (fifty), a third of these being men. We began with some simple games, using the whistle game to start the gayety. There is something so alluring in the whistle tied to the back of the blindfolded person who is in the center, that it never fails to entice even the soberest one from her chair, to steal up softly, blow the whistle, then dodge quickly back before she is caught.

Next came a potato race, which created much merriment. In the midst of shrieks of laughter, the prize—a potato doll—was presented to the winner, one

of the fathers, whose prowess was due, perhaps, to his long experience as a street cleaner on our block. Partners were then chosen by matching favors drawn from a basket. These were of tissue-paper in different colors. The favors were used either as a boutonniere or headdress with equally good effect.

Then we marched, a gay company, up to the large Assembly Hall, where there was more room for the grand march and the dances that followed. The enthusiastic way in which all the guests entered into having a good time and making others have one, too, was really remarkable. Many of our company had not danced for years,—“not since our wedding day, twenty-five years ago!” some one said. But they found themselves, before they knew it, swinging down the hall, or spinning round and round in a giddy waltz, quite unconscious of the lapse of twenty or thirty years since their feet had tripped so lightly.

For the climax, the Maypole was brought in. Some of us made a circle about it, taking the ribbons and winding and unwinding the May-pole as we danced, while the rest of the company, in an outside circle, danced forward and back or round and round in time with

us. The members of the inner circle were changed from time to time until all had had a turn in weaving the May-pole. A spontaneous burst of applause when this dance was over showed that it was the most popular of all.

When we went downstairs again, it really seemed as if the fairies had been at work. The room was decorated with pink paper chains festooned about the chandeliers. Each light was wrapped in a soft pink crêpe paper shade, which gave a rosy, subdued effect that was most charming. In the center, on a round table, was a huge bowl of pink azaleas, and there were eight or ten smaller tables scattered about the room. Each place at the tables was marked by a doily of fringed pink paper and a little May basket of pink, filled with tiny pink candies in place of the flowers not so easily obtained. The color scheme was further carried out in the strawberry ice cream. Hanging from each of the three chandeliers was a large ball covered with pink paper flowers, and with long pink ribbons hanging from it. These mysteri-

ous balls added a bit to the attractiveness of the room and excited much curiosity during the evening as to what was to be done with them. At the close of the evening, each person took hold of a ribbon-end and all pulled together, when it was found that each ribbon had a small gift attached to the other end. Such excitement as there was in opening the packages! They contained flower seeds, cakes of chocolate, hairpins, stick pins, tiny pictures, fancy postal cards, mottoes, etc.,—a varied assortment, although each article was limited in price to a penny. After this we sang the good-by song which always closes our mothers' meetings, and the parents took their leave, carrying home to the children the May baskets and other souvenirs of the evening. The hearty handshakes and the simple expressions of enjoyment—"It's the best time we've ever had!" and, "We'll surely come again next year!" from the men as well as the women made us feel that it had all been well worth while and had marked a step in the development of the year's work.

FRANCES GOODWIN.

A CIRCULAR LETTER TO OHIO KINDERGARTNERS.

A desire upon the part of a number of Ohio kindergartners to come more closely in touch with their co-workers throughout the state has been growing for some time.

The number of kindergartners in the state, as everywhere, is increasing each year, and the inspiration and help that might come to us all if we knew one another better and could meet occasionally for the interchange of ideas and experiences is incalculable.

That this feeling is shared by all, and that any move to bring us into closer relationship and sympathy will be welcomed, we are assured.

With this in mind, a meeting of the Ohio kindergartners present at the International Kindergarten Union in Pittsburgh was called, that ways and means of establishing this union and fellowship might be discussed. It was the common opinion at that time that a social meeting taking the form of a Play Festival

would be as pleasant a means of bringing us all together as could be devised.

The Kindergarten Association of Cincinnati, through its president, Miss Annie Laws, extended an invitation to us to be its guests for the Friday and Saturday following Thanksgiving, next November 27 and 28, 1903. A committee was appointed to arrange the program, which will be, we hope, one of interest to us all.

According to the present plan, Friday afternoon will be given up to a social meeting and plays, Friday evening to talks or to a lecture which will doubtless be open to the public.

We hope the kindergartens of the state will respond in such numbers that it may seem wise to begin to plan for a state association that shall bind us in an organized form for mutual benefit. If so, a business meeting will be held Saturday morning.

We know, especially if you are a kin-

dergartner isolated from the centers of work, that you have many times felt the need of the personal touch with your co-workers in the state; and remembering the principle of Gluedganzes, that it is only as each and every one contributes her interest and enthusiasm that the larger whole is a success, we ask your personal coöperation in this plan.

Please plan now to be with us yourself, and use your influence to bring with you as many as you can. If you know of any kindergartner in the state who has not received one of these letters, the committee will be grateful if you will send her name to its chairman.

This circular will be followed by a formal invitation from the Cincinnati Association, to which we trust you will send an *acceptance*.

Signed:

MINA B. COLBURN,
Cincinnati.
ANNA H. LITTELL,
Dayton.
ELIZABETH OSGOOD,
Columbus.
MRS. A. H. ALFORD,
Warren.
MABEL AMY MCKINNEY,
Chairman, Cleveland.

NEWS ITEMS.

At Moline, Ill., kindergartens are to be established in connection with every school. Miss Minnie George has been elected to supervise the work at a salary of \$900 per year, and Miss Frances Reid, Miss Nellie M. Anthony, Miss Mary B. Wilson, Miss Susan Walker, and Miss Florence White have been chosen instructors in the kindergartens.

Mrs. O. A. Bull, formerly of La Grange, Ga., will open a kindergarten corner of St. George and St. Francis streets, St. Augustine, Fla., September 1.

As an outgrowth of the efforts of the Oklahoma Kindergarten Association, which was organized at Oklahoma City last October, kindergarten work has been legalized in the territory by the recent legislature. The bill provides that all towns having a population of 2,500 or more may establish and maintain kindergartens as a part of their public school systems. Revenue from the territorial school land fund may be apportioned according to the enumeration of children between the ages of four and six years in the town maintaining the same.

Oklahoma City has taken the initiative and availed herself of this territorial aid by adopting kindergartens as an integral part of the public school system. It is estimated that there are over six hundred children of kindergarten age in this city. Miss Lucy Gage, formerly of Chicago, has been elected supervisor.

Miss Mamie M. Glidden has been appointed to the faculty of the kindergarten training department of Pratt Institute, Brooklyn, N. Y.

Good news from St. Louis! The kindergarten directors and paid assistants and all the teachers in the primary schools are to have a five per cent. increase of salary.

Teachers' salaries have been raised in Fitchburg, Mass. It is gratifying to note that this was done at the instance of the solid business men of the city.

At the annual meeting of the Manchester (N. H.) Kindergarten Association, which was held in June at the home of Mrs. Henry W. Boutwell, 587 Union street, the reports of the various officers and committees showed that much success has attended the efforts put forth the past year. Both public and private institutions closed the year without financial indebtedness.

The officers elected for the ensuing year are: President, Mrs. Gordon Woodbury; vice-presidents, Mrs. L. Meville French, Mrs. John McAllaster, Mrs. E. C. Lambert; secretary, Mrs. Harry L. Davis; treasurer, Mrs. C. W. Bickford; assistant treasurer, Mrs. I. N. Cox.

Much insight into the work of the public kindergarten was gained from the remarks of Miss Houliston, the principal, who was present at the meeting. The association is much gratified at the pleasing outlook for the coming year.

The kindergartens of Lockport and North Tonawanda, N. Y., visited the Niagara Falls kindergartens in June for the purpose of organizing an association, which is known as the Niagara County Kindergarten Association. Mrs. James L. Hughes of Toronto made the address at the public meeting in the evening.

Madam Maria Kraus-Boëlte not only gave a course in kindergarten methods at the New York University Summer School but is to give thirty illustrated lectures during the coming winter under the auspices of the associate alumnae, Normal College, New York city. The general subject is Kindergarten Methods and Their Relation to Primary School Work. These lectures will be given at the Normal College on successive Wednesday afternoons, beginning October 7. The fee is ten dollars to members of associate alumnae, twelve dollars to non-members. Kindergartners, primary teachers and mothers in New York and vicinity are to be congratulated on the unusual opportunity of hearing this comprehensive course of lectures from Madam Kraus, a pure and high fountain of inspiration.

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- Jan. 6.—The social, the ethical and the religious training of children.
- Jan. 13.—Suggestions for mothers' meetings and conferences with parents.
- Jan. 20.—Ball plays for the nursery, the kindergarten and the school. First Gift.
- Jan. 27.—Motion, form and rhythm as illustrated in play with the Second Gift.
- Feb. 3, 10.—The Building Gifts; applications in the study of form, whole numbers and fractions.
- Feb. 17, 24.—Surface forms as illustrated in the use of tablets, paper folding, paper cutting and mounting, crayon work and painting.
- March 2, 9.—The use of the line and linear forms in the kindergarten and the school.
- March 16.—The pliable line and the point.
- March 23.—Garden work—Playgrounds.
- April 13.—The use of the Sand-table in the home, the kindergarten and the school.
- April 20, 27.—Clay Modeling.
- May 4.—Schedules for the day, season, year.
- May 11.—Froebel and his Educational Ideas.
- May 18.—Froebel's Education of Man.

Applications for tickets may be made to Miss Estelle Forchheimer, 1003 Madison avenue, New York, chairman University Extension Committee.

The kindergarten at Elyria, Ohio, nine miles from Oberlin, is affiliated with the

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Miss Bessie F. Jones of Pelham will open a kindergarten on Mill street, Belkows Falls, Vt., September 8. Fifteen children will attend.

A most successful summer school was held at Toronto, Can., in July, attended by kindergartners from Ottawa, Toronto,

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London, Kingston, Brantford, Galt, Berlin, and Tillsonburg. The school was under the direction of Miss Louise N. Currie, supervisor of Toronto kindergartens, and the lectures were delivered by Miss Mary Adair, principal of the kindergarten department of the Philadelphia Normal School.

This is the first kindergarten summer school held in Ontario, and has so delighted the students that they desire it should be held annually. With the opening of the school year, three more kindergartens will be established at Akron, O. This will provide a kindergarten department for every school in the city with one exception.

Miss Caroline T. Haven of Ethical Culture Schools, New York city, has been appointed to a lectureship in the School of Pedagogy, University of New York.

Miss Susan P. Pollock of Kindergarten Institute, Washington, D. C., Miss Johnson of Beaufort Kindergarten Training School, and Miss Bonitz of Wilmington Kindergarten, Wilmington,

N. C., gave addresses upon kindergarten subjects at the North Carolina Teachers' Assembly, Wrightsville Beach, N. C., during its session.

The London School Board has lost one of the most influential of its public school inspectors in the death of Mr. T. G. Rooper. He made a special study of school gardens, regarding gardening not so much as an addition to the subjects taught in school, as a better way of teaching them. American kindergartners knew him best as the author of the little book on apperception entitled *A Pot of Green Feathers*.

The Free Kindergarten Association of Macon, Ga., has elected for officers for the ensuing year: President, Mrs. Eugene B. Harris; first vice-president, Mrs. Clem P. Steed; second vice-president, Mrs. Wallace McCaw; secretary, Mrs. Walter Grace; treasurer, Mrs. Warner Hardwick. Under the new management the association will receive the same unremitting attention it has had in the past from the women who have had the guiding of the business. Each one com-

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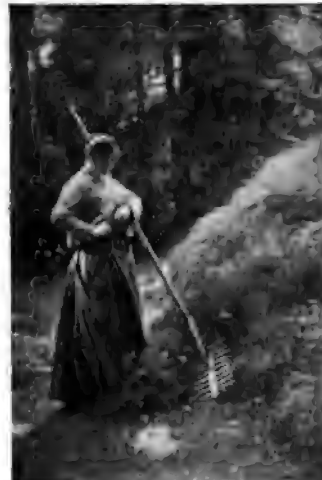
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posing the board has been actively connected with work of this kind for a long time and all efforts in behalf of the association will be intelligently and well directed. It is conceded that no institution in Macon has ever had finer work done for it than the Free Kindergarten Association.

There were three summer kindergartens in Portland, Me., this year, under the auspices of the Pine Tree Kindergarten Association.

Miss Mabel A. McKinney has been appointed supervisor of kindergartens at Cleveland, O., to fill the vacancy caused by the resignation of Miss Virginia E. Graeff.

The kindergartens at Moline, Ill., have now become a part of the public school system.

The Froebel Society of Toronto, Canada, ended the work of the year in May, and at this closing meeting transacted the business portion of the season's duties. Prior to the business, a charming musical program, contributed by various members of the society, was greatly enjoyed. The officers elected for the coming year are as follows: President, Miss Dent; first vice-president, Miss Harding; recording secretary, Miss Sinclair; corresponding secretary, Miss Christie; treasurer, Miss Readman.

A kindergarten will be opened this fall at the Onondaga (N. Y.) Normal School, in charge of Mrs. Olive C. Froedenthal.

The Teachers' Times (London, Eng.) says: By the death of Sir Joshua Fitch, July 15, the educational world loses one of its strong men. Sir Joshua reached the ripe old age of seventy-nine, but to the last took a keen interest in matters making for progress. Teachers perhaps know him best by his brilliant *Lectures Upon Teaching*. He retired from official life in 1894, but his pen has been always busy, contributing through the medium of letters and articles to the formation of a sound public opinion upon educational questions.

At the annual meeting of the Bangor (Me.) Kindergarten Association, held at the residence of Mrs. W. L. Hunt, State street, officers for the coming year were elected as follows: President, Mrs. J. H. Snow; first vice-president, Mrs. Walter L. Hunt; second vice-president, Mrs. George Stetson; treasurer, Mrs. J. M. Oak; secretary, Mrs. Daniel Webster.

Under the new rule of the Worcester (Mass.) school committee providing for the appointment of principals in all the kindergartens, the following recommendations have been made: Miss Iella M. Ayres, kindergartner at the Thomas street school, to be principal of the Edgeworth street kindergarten; Miss Carrie C. Kinsley, kindergartner at the Woodland street school, to be principal of the Gates lane kindergarten; Miss Minnie T. Burke, kindergartner at the Lamar-tine street school, to be principal of the Upsala street kindergarten.

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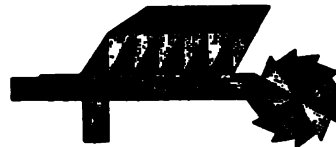
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Vol. XIV. No. 2. Price \$1.00 a year. No issues in July and August.

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KINDERGARTEN REVIEW

.. XIV.

SPRINGFIELD, MASS., OCTOBER, 1903.

No. 2.

KINDERGARTEN PRINCIPLES IN SOCIAL WORK.*

JOSEPH LEE, VICE-PRESIDENT OF THE MASSACHUSETTS CIVIC LEAGUE, BOSTON, MASS.

that ye may have life and that ye may have it abundantly.

tracing the application of kindergarten principles in social work, I do not claim that such application has in every case been the result of Froebel's teaching. Indeed, many of the applications of which I speak were made before Froebel's time. What I do claim is: first, that the principles, as I shall show, that are at work, are the same as Froebel's; second, that Froebel by his writings and more especially by his embodied and concrete embodiment of these principles in the kindergarten in his Mother Play, has made it peculiarly his own; that he has been their clearest expositor, the leader of them who is easiest to understand and most inspiring to follow. Happy is the man who finds the

word." It was a happy day for Froebel and for all of us when the word "kindergarten" was applied to the great institution that he founded. For Froebel's central principle, the idea which is embodied in every line he wrote, in every educational means that he suggested, is that education consists in the cultivation of the child as a living and growing organism, in the fostering of life. We are now all of us convinced that education is not simply the imparting of information. Froebel teaches the further truth that neither is it merely the cultivation of powers. The thing we are trying to educate is that which acquires information, that which exercises powers. It is not a question of the development of the muscles and the mind but of the central and vital essence, the child himself. The purpose and test of a school is not more knowledge or more power, but more boy, more of

*Read at Convention of National Educational Association, Kindergarten Section, Boston, July 9,

a person there for all purposes. Every true lesson leaves a residuum of character behind it. If your arithmetic lesson has reached the boy he will play better football; if his football has been the real thing he will do better arithmetic.

Such being the aim of education, what is Froebel's idea of the method? He believed that it is with the central and vital principle as it is with the subordinate powers: that the soul, like the muscles and the faculties, grows by action; that it creates itself by self-assertion, by putting itself forth into overt deeds and into concrete form. A truly educational experience is one in which not merely the powers and faculties but the heart is engaged. In proportion as you put your whole self into a piece of work shall you receive a larger self in return; the way to win life is by living.

A man of a mental ancestry so distant from Froebel's as that of the great English boarding-school teacher and educator, Edward Thring, has said that even acquirement of a very high degree, even that by which a man makes his living, may remain outside of us, may be a mere trick of the trade and may afford no expression and no nourishment to the soul. This superficial sort of acquirement is recognizable in the young by the conceit that accompanies it, in the old by the cynicism it produces. It is the kind of training by which the character never ripens, but passes directly from the green stage which precedes ripeness to that other stage that is supposed in the order of nature to follow it. The world is full of

well-taught rogues, and abounds still more in men who, though not rogues, are smart rather than wise, clever rather than beneficent. Reactionary people say that education is producing immorality. It is not enough that powers and faculties should be trained; what is wanted is that, from the very first, every act in which they get their training shall be an expression of the best and deepest that is in us. Such training will train the servant to serve and the master to command, instead of leaving the master asleep and giving the servant alien education.

And an act to be educational must not only come from the child himself, but the embodiment of the inner law must be an accurate one. It took Froebel fifteen years to determine upon the precise methods to be used in the kindergarten and to be recommended to mothers. The ball, the cube, the cylinder, the small blocks and tablets, the thousand suggestions of what the mother or teacher may do and how to do it, are all the result of painstaking thought and study. Indeed, people laugh at the minuteness with which he went into what seem to the superficial student trivial questions of detail. But in portrait-painting one has to go into matters of detail. The question is one of the expression of character, of enabling the child as it were to paint his own picture, to express his true personality. If a man were to see a beautiful face in his imagination, as if in a mist, and were picking out a trait here and a trait there, trying to put it down on canvas, he would

often find that it is the little things that are the great ones, that it is in the minutest detail that the expression lies. Froebel was attempting to draw for us the face of the universal child as it was given to him to see it; and the picture that he gives—seen in the light of the spirit of his teachings—will not be found unlike. It is, at all events, the truest picture that we have.

The lesson to be derived from all this painstaking work is that it is important that the expression of the soul shall be not only sincere but accurate; that there shall be workmanship as well as good intention in our efforts.

The next principle we derive from Froebel is that the question of the sort of thing in which the child shall find his true work and expression is not a matter of whim or of arbitrary choice, is not a matter of choice at all, on our part or on the part of the child, but of discovery. What the main elements of his life shall be, so far as he is to attain to life at all, is a question that has not been left for us or for him to decide. The vital force within him is not indefinite, undetermined, without specific needs and specific direction; and, in the main, this direction is the same for all. The soul has its appropriate food as well as the body. It is open to a man to choose what he shall put into his mouth, but he cannot choose whether it shall nourish him or not. A man can eat grass or fill his belly with the east wind, but he cannot make his body grow and be strong except by supplying it with food that belongs to it. You can give the child, spiritu-

ally as well as physically, the food he needs, or you can withhold it; you cannot in either case avoid the natural consequences of your choice.

And Froebel believed that the relation to the vital principle in man of its appropriate objects is something more than a mechanical relation of means to ends. It is not merely that the soul is a definite sort of thing and therefore must of necessity be definite in its needs, so that some things must be more conducive to its development than others. It is a question not of being adapted to our use, but of belonging to us; not of coming in handy, but of being already our own. Study of a fish's body or of a bird's wings would have enabled us to infer the existence of water from the one and of air from the other. It is plain that the nature of each of these creatures calls for its appropriate element. We could in a large measure reconstruct the tiger's world from its claws, the heron's from its beak. So fitted is the animal to its surroundings that we are not surprised to learn that in the long run it is the surroundings that have in large measure made the animal. The resulting need is absolute and exclusive. It is not that the fish can swim better in water than on dry land, but that water is a part of him; that he cannot exist, or even be conceived of, without it; that fish and water are in a certain sense two sides of the same fact.

Consider the relation of a man to the family, to the country, to manual labor. Whether such relation be the result of selection or of the transmission of acquired adaptation to our

surroundings, or however it was created or brought about, it is a fact that to-day man is a father and a citizen. Whatever one may encounter at afternoon tea in the way of petulant and semi-humorous protest, it remains true that neither protester nor defender of the existing order can imagine what human beings would be like without these two relations. The children of the man who, in the eons before the invention of charitable relief, would not work for his family are not with us. The man who did not feel the passion of patriotism, the sense of team play, who would not work with the tribe for mutual defense, belongs to some distant geological period and his strain has long since been worked out of our inheritance; we could no more understand him if we were to meet him than we can enter with sympathy into the purposes and pursuits of a tiger or a rattlesnake. Among men as we know them, the man without a home, the man without a country—whether he be the inhabitant of a Mills hotel or one of those gilded products of materialism who is too busy or too rich to vote—is a sick man, an outcast, incomplete, necessarily falling short of the standard of humanity.

It is the same with manual labor. The story of our rise above our competitors among the brute creation has been mainly the story of the hand, the story of tools, of materials, the history of handiwork. A snake has a mouth and a stomach, other creatures add flippers, feet or wings; the hand is man's great power of expression, of impressing his will and personality

on the outside world. The hand implies the tool and the material to work in, as clearly and inevitably as the fin implies the water. If it were possible to bring up a child wholly without manual training, his development would be that of a fish on dry land.

You find your little girl playing with her doll, your boy whittling out a boat. You say to them, "Come, let us study Latin grammar." You can by the exercise of sufficient force make the small child go through the motions of studying Latin and with a certain apparent and tangible result. But do you think you can make their life reach out prematurely toward a dead language in the way in which the nature of the little girl reaches out in obedience to the maternal instinct or the boy's to the instinct of workmanship? A growing plant will choose from the soil and the rain and the air that which belongs to it, and it can by its nature make use of nothing else. It is the same with a growing child, and this is as true of the growth of the spirit as it is of the growth of the body. The three relations I have used for illustrations—to family, to country, to the means of manual occupation—are typical of all. The need and hunger of a growing thing is ever toward its own completion; its thirst and longing are the prophecy of possession of that for which it longs, and constitute its title to it. It is always seeking, questioning the universe, looking for its own, for its home, for its mate. It is looking for the other half of itself, seeking its complement. It is this other half, our home, our mate,

the tools for which our hands were made, to which God has given the key that can liberate the force that is within us.

"In proportion to our relatedness we are strong." It is of course that Emerson, prophet of the soul, should have put Froebel's whole philosophy of education into a single phrase. Live to your deepest relations; deepen them by the heartiest and most accurate expression you can give. Take possession of them with all your strength, that they may possess you. The relation of mother and child is typical of all vital relations; the growth of the child, spiritually and physically, by the fulfillment of this relation is typical of all growth; and Froebel's development of this relation, his working it out into its deepest and most accurate expression—his humble study and following of every implication and suggestion he could read in instinctive motherhood—is typical of all true educational work. The true lesson is a home-coming, a fulfillment, a realization of what was implied.

I have spent thus long in making clear precisely what I mean by kindergarten principles because I have felt that if I could make those principles clear, in the first place many applications of them would suggest themselves, and in the second place such instances as I shall mention can by means of such careful preliminary statement be the most thoroughly and the most rapidly understood.

Of the application of Froebel's ideas in the school itself I have not felt that I was asked to speak, and I

regret this circumscribing of my task the less that it is perhaps within the school that his principles have been the least applied. I may in passing, however, mention the sloyd training introduced by Mrs. Shaw in Boston as an instance of the direct and conscious application of Froebel's teaching. The fact that sloyd involves constructive work with the hands is generally recognized as an indication of its kindergarten origin. Its further principle that the work shall always be done upon an object which, when completed, shall be useful in a way that the child can understand, and the fact that in the majority of cases it is an object useful in the home, are even more important applications of Froebel's central idea that every act of the child should express his life and be a part of it.

At the State Normal School at Hyan̄nis, Mr. Baldwin has introduced into his gardening work the element of money-making. The boys and girls sell their products, put the proceeds in the bank, and with them hire larger fields or buy material with which to make their hammocks. This sort of coming close to, or rather bringing in of, the commercial idea would have been denounced a few years ago as sordid. But Mr. Baldwin's motive has been anything but materialistic. He has introduced the dollar for the sake of the spiritual value it commands; for the sake of introducing into school pursuits the vivifying power of the touch of real life.

Great institutions like the Pratt Institute, the Armour Institute, the

Drexel Institute, have been founded by philanthropists in order that culture should be placed within the reach of those who cannot go to college. It is characteristic of these institutions that their whole teaching tends toward the acquiring of a trade. They constitute a notable recognition of the fact that culture lies in vital relations to vital things; that it is to be sought not in the ornaments and adjuncts of life but in life itself; that it is in proportion to the depth and reality of living that it exists. And our universities, through the elective system and otherwise, are ceasing more and more to be a sort of hiatus or parenthesis in life, are casting aside whatever they may have had of the character of a mediæval walled castle or monastery, and are becoming more thoroughly dissolved into the pulsing, living current of our country's life, as teachers of trades, as teachers and inspirers of the great and vital relation of citizenship.

The playground, hardly yet born among us, receives much of its inspiration directly from Froebel. Playgrounds for small children are carried on chiefly by trained kindergartners and largely with kindergarten games and occupations. In the games for children beyond the kindergarten age, we are learning to follow Froebel's great principle of guiding the boy's activity into the channels marked out by his abiding instincts as indicating his permanent and vital needs. The chasing games are the expression of the great hunting instinct secreted somewhere in our spinal column during the thousands of years in which

our ancestors made their living by the chase, and in these games the child goes over all those back lessons of the race and makes their teaching his own. In the group games, such as football, the boy is impelled by the instinct of citizenship as implanted by long centuries of tribal war. He is developing the budding sense of loyalty to the social unit, acquiring the power of losing himself in a larger whole, the passion of patriotism, the capacity for team play.

This playground education is no exception to the principle that this education consists in the fulfillment of a vital relation. Hunting and tribal war are, it is true, no longer vitally important pursuits of mankind; but they have been vital pursuits, and play is carried on in the light of that past relation, and of others of the same sort,—a light that grows dimmer as we grow older but that shines very brightly for the child. Where, as in the case of plays founded on the maternal instinct or on the instinct of handiwork, the relation has remained a vital one, the play leads over into work, and a light shines ahead of us also that brightens with our growth. At all events, whatever its source, the play instinct is a fact, and the interest in play is, while it lasts, a very real one.

The kindergarten idea is sometimes identified with asking children to do only what is easy. The demands upon physical and moral endurance made by the fighting and chasing games are limited only by the child's capacity for such endurance. The standard of effort and achievement

demanding by the boy's companions on the ball field is far higher than the severest taskmaster of the old days ever dreamed of exacting or could have supposed it possible to obtain. In very truth, such effort and such attainment would not be possible if called for by any pursuit not real to the boy, which did not belong to him in accordance with the law of his nature. For, as we have said, it is given to every task to sound the note to which the child's greater powers will respond. Nature is the sleeping princess who can be awakened only when the true prince comes. Work with nature's hunger and thirst on your side and you will attain a discipline more stringent and effective than any that has yet been used.

Agreeable? It is, I suppose, agreeable to live, and vital education is open to the reproach of being agreeable in that sense; but it is not agreeable in the sense of being soft or merely pleasant. Among the most important teachers of the race have been war and pestilence, and in boys' fights and boys' games, as in all vitally important experience, there is pain and stress in proportion to their reality. The effect of the decree of nature is not to make things pleasant but to make them possible.

And here, in playground work, we come to the recognition on the part of philanthropists of the fact so well insisted on by Froebel, that the child grows, and that in consequence you are to teach him a thing not in the form in which it will be real to him at some other time but in a form in which it is real to him now. If you

would have your boy learn to assimilate Cicero, keep him away from Cicero until he is of age for it. His oratorical power is now being developed in his method of objurgating his hobbyhorse. His future oration against Catiline is to be looked for in the force and cogency with which he points out to his erring ally in baseball the precise bearing and importance of the shortcoming of which the ally has been guilty.

So in the teaching of citizenship. Boys' clubs used to make much of parliamentary law, of raising points of order and moving the previous question; they now recognize that these things are of the outside rind, the husk of citizenship, and may to the boy contain little or nothing of its spirit. It is not parliamentary form as learned in the debating club but the spirit of loyalty that can be cultivated on the football field, that we want to develop. It is not the outer form of citizenship but the inner essence of it, the actual budding thing itself as it lives in the boy's heart to-day, to which our efforts are increasingly addressed.

The difference is all the difference between mere outward resemblance and actual identity, between doing a thing and merely going through the motions. And with a growing thing outward resemblance is a pretty sure indication of what to avoid. If a bud looks like a rose now it may be the germ of some very good or useful thing, but you can be sure that it is not the bud of a rose.

Not long ago some one read to me an account of what was being done by

a great manufacturing firm for those who worked for it. Toward the end of the reading I exclaimed, "Why, these people must have been studying Froebel!" The next sentence read, "After the year 1915 no application for employment shall be considered from a person who has not received a kindergarten training." We are learning that it is not by doing pretty little services for him, by tossing him bouquets or even systems of improved sewerage, libraries and concert halls, that you can do the most for the workingman. It has now for some years been understood that it is not what you do for him but what you enable a man to do for himself that counts; and the degree of goodness of some of these undoubtedly good things is being judged by their use to him as tools for the doing of some work that is his own. We are now beginning to further understand that the things that he must be enabled to do for himself must be the vital things; that ornamental and elegant studies are well if the man has time and energy left over for them, but that the thing on which his spiritual life depends is the thing to which he gives his working strength. You cannot wholly take from a man the control of his own life, of that main current of his life that flows through his daily work, you cannot wholly deprive him of expression through the vital energy that pours into the daily task and yet leave him a life that shall be a human life, worth living, capable of developing the soul.

Two things a man must have in connection with his trade: artistic ex-

pression, the possibility of making of his task a fine art; and some voice in determining its terms and conditions. The need of artistic expression is a fundamental principle of the kindergarten. Froebel was the prophet in education not only of man the fore-ordained, to whom certain things are necessities of the spiritual life, but also of man the creator. The great relations in which the fulfillment of our life shall be found are fixed; our way of fulfilling these relations is left for each of us to shape. Here is the field for the expression of individual character; and because the nature of every man partakes of the infinite nature, because human character can never be expressed in prose, the manner of such expression must, in the end, in some one line at least, be made a fine art.

And supposing the man breaks down. Here also, in caring for the wounded, in taking measures in behalf of the social wreckage that attends the progress of our great industrial machine, the principles of Froebel have received notable though unconscious application. Indeed, for my own part, my first dim perception that any such principles existed came from an exhaustive study that I once had occasion to make of the printed reports of our Boston Associated Charities. In the several hundred cases that I read about I began at last to see that a great principle was being applied; that what those hopeful and friendly visitors, those painstaking agents, and those humble, ever-learning, ever-diffident committees were trying to do for every individual that

asked their help, was to seek for the vital principle at work, for the one hopeful and living force, the one thing in which the person was still capable of feeling an interest. A woman was discouraged but loved her children. The visitor persuaded her to scrub the floor just once. The room looked better and more cheerful when the children came home from school; the children were pleased; and the mother, from one successful expression of her love, had gained courage for another. A geranium was put in the window and it grew; the clothes were mended; and the first difficult step was taken on the upward path.

And so in a thousand instances and with a thousand varieties of character, even to a case where the woman's natural ambition was social, where, under circumstances of peculiar and extraordinary squalor—indeed, precisely because of this condition and of the special source and nature of the discouragement it betokened—the visitor was able to recognize the society leader in disguise. A blue dress was bought; the woman's nature warmed to its natural weapon as Achilles at the sight of the sword, and she went forth to conquer. In hopelessly unbecoming costume she could not bring herself to ask for work; in clothes expressive of her character she could ask and get it.

Belief in the ancient superstition of almsgiving, in the miraculous gold-cure of our forefathers, by which it was supposed that industrial health could be pumped into a man in the form of dollars, has dissolved under

the painstaking study of real conditions by our charity organizations. It has had to give place to the patient tending and fostering of the vital spark, precisely as in the school the ancient and miraculous education by the pumping in of knowledge is yet to give way to the more rational and vital form of treatment.

It was the charity organization societies who from the first most clearly perceived the fallacy in the cry of "Save the children" when used as implying that it was too late to hope for much from the elders, and that, accordingly, there need no longer be any special effort made in behalf of the family as a whole. "You take my life when you do take away the means whereby I live." It has been found that to try to save the children while permitting the degradation of the home involves an educational absurdity.

The whole of our agitation for better housing conditions is undertaken to the end that the family may be left so much of a shell to live in that the life may not be quite squeezed out of it. Our savings banks and our building companies aim also at the preservation and perpetuation of the home.

But it is in the treatment of children necessarily separated from their own natural homes because of either the poverty or depravity of their parents, that the vital importance of the home to child-life has become most clearly recognized. Experience has taught the careful charity workers and child savers that life away from home is not merely bad for a child but, to a great extent, even physically

impossible. The average death rate in infant asylums has been stated by good authority to be something like ninety per cent a year, and those that have succeeded in making it lower have done so by returning the child as speedily as possible to the only environment in which it appears that child-life can be carried on. The state of Massachusetts keeps even the sickly waif and foundling only a few days in a temporary nursery—time enough merely to get it clean—and then boards it out in some private family in the suburbs or in the country. And if separation from the home means physical death to the infant, what does it mean to the growing boy or girl? We have learned that in a great majority of cases the best treatment even for semi-criminal children requires their return, sooner or later, to the family, their natural habitat.

My final illustration is in the matter of the training of our grown-up citizens in citizenship. I think that, in spite of the wave of toryism that is just now passing over the Anglo-Saxon world, and although my remarks under this head will be partly in the nature of prophecy, there is nevertheless an increasing application in our politics of kindergarten principles, which are also the fundamental principles of democracy. I think, that is to say, that we are more and more recognizing that citizenship, in the sense of participation in the public will, belongs to man as man, that it is a fulfillment demanded by our common human nature, and that the way to attain citizenship is by giving

it vital and concrete expression. We may still say, with the aristocrats, "Shoemaker, stick to your last," but we shall bid the shoemaker remember that he is by nature also a citizen, and that he can attain the spiritual value of that relation only by performing the duties of citizenship. And, furthermore, the shoemaker of our democracy will, without reminding, also bear in mind, while sticking to his last, that in these days it may very well happen that the last shall be first and he will not be wholly unprepared for such an emergency.

In the unconscious application of these kindergarten ideas philanthropists are coming more and more to make use of the power of the state; they are seeking to make the doing of what ought to be done, an act of citizenship, an act by all of us for the good of all and not by one class to help another.

In the more special field of politics we are feeling our way to the adoption of the Referendum whenever the question to be decided is one which the citizen can understand, so that his vote on it may be the expression of a real and concrete purpose; we are talking, at least, of cutting down the number of elective offices in order that the citizen may exercise a real choice and not merely go through the form of marking a piece of paper, alphabetically, or in fancy or party-colored patterns. We shall decide the question of annual elections and of annual sessions of the legislature according to whether or not we believe that once a year is too often for the progressive articulation of the public will or for

the citizen to perform his most characteristic function. We are learning more and more to create and to value those organizations for the forming of public opinion in the pre-legislative stage; such, for instance, as the Home Market Club, the Free Trade League, the Single Tax and Sound Money organizations; and most of all, —because most concrete in their aims and therefore most real and vital to the participants,—those small local organizations for which the name of Village Improvement Society is the most common. I have addressed a number of these last named societies, and I have never attended one of their meetings or listened to their discussions without feeling that in that very room American citizenship of the best type was being born.

Above all we shall cherish the town meeting and extend it gradually, I think, to all parts of the country, because it is the form of government in which participation of the citizen is fullest and most real. The town meeting, indeed, may be said to be the Kindergarten of Democracy. There you have the thing actually going on before your eyes; the literal and direct government of the people by themselves is taking place in that very room, and you are a part of it. There is the very "Ball for Baby," the thing which anybody can understand, the place to begin.

The town meeting, moreover, is not only easy to grasp with the senses, easy to see and hear, it also embodies another important kindergarten principle, namely, that you ought to begin with a whole and not with the parts.

I think, indeed, that there was a great educational advantage enjoyed by the citizens of the city-states of the ancient world and of the Middle Ages in which the affairs of the town included not only local matters but all matters of government; as, for instance, in such places as the Free City of Bremen with its direct and unhampered relation to the other sovereign governments of the world, where the citizen felt that all the government that had to do with him was right there in his own hands where he could take an immediate part in it. But our own town meeting has, at all events, the advantage of being the whole thing so far as local government is concerned.

And in connection with the matter of town government, the kindergarten theory of the nature of membership in a human organization—family, school, state or otherwise—is of special interest, the famous *glied-ganzes* theory namely, according to which the way to become a part of such an organization is to have it become a part of you; so that the citizen shall contain the state, shall come to act not *for* the state but *as* the state, his special service being but the assertion, the out-crop, as it were, of the public purpose upon a particular side; so that where two or three Americans are gathered together there America shall be found and her institutions be ready to spring up. Our town, not only because of the simplicity of its form of government, but because of its small size, is peculiarly adapted to the acquisition of membership in this kindergarten sense. The ball is not

too big for baby's hands. The town is not too big, geographically or socially, for us to carry the image of it around with us as we go about our daily task. It is not, I believe, a mere coincidence that about half of the world's genius has come from the two insignificant little scraps of the earth's surface, each of them wholly visible from a single hill, that bear the names of Athens and Florence. Some such result would naturally be expected to follow, if Froebel is right in his teaching that citizenship is an indispensable item in human character. For intensity of citizenship must be proportional to the intensity with which the citizen realizes the political unit of which he is a part.

I have cited some of the instances

that have appealed to me of the application in social work of the great kindergarten principle that education is the fostering of life by enabling the soul to seek and find its own—the work and the fulfillment that by the law of its nature belongs to it. I believe that this principle is the great guide in all social as in all educational work, and that our social advance will be in proportion to its application. How far Froebel shall receive credit for his setting forth and interpretation of this principle would have been a matter of profound indifference to him, and is one which his disciples can safely leave to settle itself. So that the truth prevail, we can leave the question of whence it came—to the antiquarians.

MY WISH.

BY ROBERT SPEARS.

THAT while I live or when I die,
 To know my happiness was no one's misery,
 That no one's loss did ever swell my gain,
 My pleasure never came from other's pain,
 My joy was never sorrow to another;
 That all should feel I ever was a brother
 (So brotherly that it was sure to spoil
 My rest to feel it came from others' toil,—
 Or that my strength was weakness to a neighbor's frame,
 My honor purchased by another's shame;
 Or that my home or church or land was blest
 By what had other hearts and homes depressed).
 My wish is this,—to only hear the call,
 To bless the Hand, the Hand that gives to all.

—*The Christian Register.*

THE PRIVATE KINDERGARTEN.

BY MRS. MARION B. B. LANGZETTEL, NEW YORK CITY.

private kindergarten as distinguished from the public and lanthropic kindergarten has dangers as well as greater opportunities. It is without the superabundance and inspiration which come from being associated with a large normal system, and hence often a mere caterer to the whims and fancies of its patrons. On the other hand, there may be greater freedom of spirit, better selection of material and better sanitary arrangements and less pressure from conditions artificial to an ideal environment for children of kindergarten. In many states the age limit excludes children of four from entering public kindergartens. In some cases, the adoption of school hours thwarts the very spirit of freedom for which the kindergarten was intended and forces a child too early out of his waking period of unconsciousness, when properly enjoyed, a richer foundation for all that follows.

It is, therefore, often lacking the element of fellowship between parent and kindergartner, which is to be so large a factor in our public kindergartens. There are many interests for women, many social lectures, social duties and

opportunities for self-culture and self-expression; and too often the average mother does not stop to realize the importance of the first few years of babyhood, beyond providing a good nurse, a good doctor, and possibly a good kindergarten for her child. Or, the so-called intelligent mother, realizing the importance of training in early childhood, overcrowds his life with numerous engagements and amusements.

Short hours, lack of punctuality, irregularity of attendance, an insistence upon a small number of children and those the children of intimate friends, all tend to weaken the work of the private kindergarten. The cure for this is the organization of parents' classes among its patrons, and the education of the community.

The private kindergarten belongs largely to the child of the rich,—and it is here perhaps that it is to do its most important work. By rich I do not mean only the moneyed rich, but people rich in inheritance and intelligence.

These children are to have the best of life's opportunities. They have the heritage of culture and refinement; they are to assume large responsibilities and occupy high positions in later life. And yet their training is not always of the wisest.

The following estimate, gathered from many years of experience with the children of private kindergartens, may prove of interest. These children are often one third larger in size than the children of our mission kindergartens. This may be accounted for by the fact that science has done much to foster intelligence as to the feeding and care of children. They are also one third more developed intellectually, owing doubtless to the wide variety of experience open to them and to the response of cultured minds to childish inquiries. But they are one third behind in dramatic expression and creative power. They fall short in symbolic games and original hand work, showing that increased perception has not been balanced by deepened feeling and motor activity. A child may know the names of fifty birds and yet his bird game may lack all suggestion of a mother's nurturing love. He has a fund of facts, but not the inner feeling which makes these facts live.

The constant stimulus of city conditions and the many sources of amusement give the child keen sense-perceptions without corresponding opportunities for expression. Because he has many attendants he fails to exert his own force and hence does not feel the joy of action nor gain control of his own desires. One little girl who was asked to bring something yellow to kindergarten, to match a yellow ball, returned the next morning with the excuse, "I asked the butler for it, but he was too busy to find anything." It had not occurred to that small child of four

that she might have hunted up something herself;—and why? Because she was always waited upon, washed, dressed, fed, walked with and played with by some older attendant. Often children either stay out of kindergarten twice a week or are excused early that they may attend dancing school in the afternoon. A child of my acquaintance, when asked what she most wanted for a birthday present, said, "Oh, a whole half-day to do just as I please!" Surely Fiske's theory of the value of the lengthened period of infancy has been eagerly grasped by many mothers who are mistakenly using it to train children for the social life which is to be theirs later. Dancing school, riding lessons, children's parties and missionary meetings, while each may be valuable in itself, are all crowded too closely together in the lives of young children. There is a tendency to do too much and hence to do everything too superficially.

Much of this may be counteracted by private kindergartens. Here is provided a natural place where hearts and minds as well as bodies may be trained. The child is given few experiences and these fundamental ones. He has time and opportunity to enjoy and digest these because they are touched from many points. He comes into a community of his equals under the law of the whole, and takes his place as one of many as well as the one to whom many attend. But, perhaps best of all, he is given a task in proportion to his ability, and is encouraged and expected to give, create and share as well as to receive, control and demand.

HELEN KELLER.

BY EDITH H. KINNEY, SCHAGHTICOKE, N. Y.

“WALLS of the prison house” began to close
Her life within the dark,
But burning through that bleakest night arose
Her being’s quenchless spark.

Her silence was a prayer that soared above.
God heard and gave insight
For sight, sent knowledge in the guise of love
To lead her to the light.

•The touch of soul to her such thrill did bring,
Her captive soul awoke;
And, with as sweet emergence as the spring,
Its thralling fetters broke.

Then with such pleading patience did she knock
Before each darkened door,
Her purpose was a key that turned each lock,
And gained life’s hidden store.

In all high fellowship she had her part,—
No more estranged, alone;
Into the realm of beauty and of art
She came as to her own.

God’s gift to her, this grievous earthly cross,
It seemed must weigh her down,—
So brave she was, so dominant o’er loss,—
Became an earthly crown!

The stars that set it, all were won from night;
Its gems, pearls wrought from woes;
And she at last beholds that inner Light
And well knows whence it flows.

MUSIC IN THE HOME.

B NORA ARCHIBALD SMITH, NEW YORK, N. Y.

"The function of music is to cadence the soul. Home, nature, religion and love are the great song cycles of childhood."—*Goethe*.

THE Spartans, who were a hard-headed and practical people, having no notion of art for art's sake, made much of choir singing in the education of their children, teaching it not for its value in an æsthetic sense, but because it served as a kind of drill in concerted action, and as a preparation for the thundering forth of those splendid war songs that flamed heaven-high the courage of their soldiers.

It would be obvious that any training, musical or military, which gave the power of doing things together must necessarily be useful in cultivating certain virtues, such as obedience, promptitude, and accuracy, and the value of music in awakening emotion has been so thoroughly recognized that in all ages and with all peoples it has accompanied religious worship. The Spartans believed in these two values of the art and backed up their faith by works, but as they were profoundly uninterested in all things save their own specialties it is unlikely that they noted or cared whether the practice of music had any other effect upon the youth of their land. Fortunately there is no art which does not improve, strengthen,

elevate its votary in many different ways, and music is no exception to the rule.

As to singing, if we look upon it from the hygienic standpoint, we find that the best physicians regard it as a health-promoting exercise, and state that it strengthens the muscles of the chest, throat and lungs, and is of great assistance in averting pulmonary or throat diseases. If we consider its bearing upon mental development, Professor W. L. Tomlins, who is one of the first among our American leaders of children's choruses, notes that class singing gives in every case greatly increased powers of concentration and tension and, as he himself phrases it, "unaccountable development in other matters."

Some of these other matters, which he does not directly mention, are no doubt the improvement which singing makes in the bearing of the child, his grace of manner and courtesy and in his delicacy and tenderness of feeling.

The value of music as an educational force is more widely recognized to-day than it has ever been before, and one of the best musicians in England attributes the change in this respect to the genius of Friedrich Froebel.

Believing as this great teacher did

that the plays of the infant are preparations for the experiences of maturity, Froebel would have the mother sing to her child from the beginning, while he is yet, or seems to be, unconscious, and as he grows older continue the practice until he can join his voice to hers. One of the most interesting games outlined in the *Mother Play* is *The Finger Piano*. The fingers of the mother's left hand, and later the child's, are held horizontally to represent the ivory keys and are slightly bent at the middle joint to give a certain elasticity. The right hand then plays upon them, pressing them down in turn and the melodies, simple combinations of the five notes, are accompanied with equally simple words:—

"Listen, baby dear,
The lovely music hear;
Little fingers downward go—
Hark! the answer sweet and low:
La-la-la," etc.

Froebel adds in the motto for the mother, as an explanation of the child's joy in the game:—

"For a something in his heart
Answers to your simple art;
And like silent bells set ringing,
Makes the little song you're singing
Seem of him a part."

This is the great educator's inviolable desire,—to trace the connection between outward manifestation and inward feeling; and he would have all music an expression of the harmony within the soul.

There can be no question that the baby's ear can be trained from the beginning by listening to the mother's song; and this cultivation, as indi-

cated in the words of *The Finger Piano*, may be extended by hearkening to the sounds of the outside world. The mother has this idea unconsciously in mind when she bids the child listen to the duck or the dog or the bird, and asks him what each one says; when she calls his attention to the puff of engines, the churning of paddle wheels and the throb of machinery. If she would extend these listening exercises to all the sounds about the child, leading him, as a daily play, to tell her how many different noises he can hear around him and what they are, she would be giving him that "concrete tone experience which should precede general musical training." As a writer on kindergarten music has lately said, "The child to whom everything 'sings,' from the whirr of the passing street car to the crackling flames, will never need to have the mysteries of musical interpretation explained to him."

The so-called unmusical person is not unmusical because of any fundamental lack of power or deficiency in the tone area, but, commonly, because he has never been led to take any interest in musical sounds, has never been surrounded with a musical atmosphere. Every child loves to sing, and even if his ear for music be quite undeveloped will cheerfully growl along on a monotone if not unduly criticised, until some day the tone world begins to open to him. We who have been much with little ones in the kindergarten know that tone-deafness is by no means incurable if only remedies be early applied; and

if we would not have our children "fit for treasons, stratagems, and spoils; the motions of" their spirits "dull as night," we should give them musical training from the very beginning of life.

When the baby is old enough to begin singing himself, all Froebel's finger songs (The Weather Cock, Pat-a-Cake, Tick-Tack, Thumb-a-Plum, The Family, The Pigeon House, etc.) enter appropriately, and there are many similar treasures to be drawn upon, not only in the Mother Play but in modern collections based on the kindergarten ideas.*

These form an introduction to the art of singing, and by and by, if the training is continued, we shall have little choristers who can sing really well and with sympathy and understanding. We shall find examples of those songs which Goethe advised to cadence the soul,—songs of home, nature, religion, and love, in all the kindergarten music books; and though all are not of equal value, all show a certain understanding of child-nature and are reasonably sure to please the little people for whom they are written.

We must remember, however, in our vocal work that children cannot sing too long at one time without injury to the voice, five minutes being as much as is safe, according to some particularly cautious authorities. We must insist also upon the use of a soft tone in singing, since "it is the flower of the voice and not its weeds" which

is to be developed. A high voice, too, is to be encouraged, because the root of vocal trouble in children is generally considered to come from over-use of the lower notes.

The songs we select for our juvenile choir must have a suitable compass, for injury to the voice is inflicted by the effort to sing notes which are too high or too low. D below the treble staff to the D an octave above is always a safe compass, though, of course, there are some children who can easily take notes higher and lower than these.

And then as to the melodies. As a general thing, these should be complete in themselves, that is, not dependent on an accompaniment, though possibly improved by it. It is obvious, too, that they should not contain difficult intervals, passages requiring careful phrasing, nor many accidentals; and if it is objected that it is not easy to write a melody when excursions into these flowery paths are forbidden, we can only answer that music can be made on one string of a violin if a master hold the instrument.

As to the words, they should be sweet, which does not mean, as some song writers for children seem to suppose, that they should be merely silly jingles. Mother Goose songs, however, are not to be understood as deserving this description, for they are classics and well worth singing in the nursery* for many reasons which cannot be included within the limits of this article. No matter how simple

* Nursery Finger Plays. By Emilie Poulsson. Lothrop Pub. Co.

* Mother Goose, or, National Nursery Rhymes. J. W. Elliott. Geo. Routledge & Sons.

the words may be,—and, by the way, they should not only be sweet and child-like, but easy to sing,—they must be taught carefully and filled in with all necessary explanations. We can never have true, heartfelt singing if our pupils are pouring forth unmeaning syllables, if they are warbling patriotically, as did not long ago the children of a certain public school—

“ I love thy rots and chills,
Thy woods and temper pills,
My heart with ratcher thrills,” etc., etc.

Songs which are too difficult for little people to sing are, fortunately, by no means too difficult for them to hear, and this branch of their musical education is not to be neglected. They thoroughly enjoy instrumental music, also, if sufficiently “tunable” and not too complicated, and as we look up from the piano at the eager listeners beside us we think involuntarily of those “young-eyed cherubim” to whom the heavenly orbs still quire as they move.

Oh! the isolation of our Georgia rural boys and girls! They have learned to read, but have nothing to lift them out of themselves into a higher world—nothing but the county paper or a book bought from a stray book agent. Is it not time that they were reading Homer, were conquering the Gauls with Cæsar, or cleaning the State with Savonarola, or protesting with Luther against the injustice of ages? Is it not time that they were fighting by the side of Sir Galahad, that knight whose strength was as the strength of ten because his heart was pure? Should they not laugh with Falstaff, and weep with Desdemona? Should they not sing the songs of Burns and tread again the fields of chivalry with Scott?

We must place libraries where the children and their parents can have the use of them all the year round. During the long winter nights (evenings) they ought to be able to read, and in the summer, when there are no schools, they ought to read. The library should be there all the time for all the people of the community.

—*Jos. S. Stewart,*
President of the North Georgia Agricultural College.

THE POWER OF THE KINDERGARTEN TRAINING SCHOOL IN THE EDUCATION OF YOUNG WOMEN.*

BY CAROLINE M. C. HART, BALTIMORE, MD.

WHAT does the kindergarten training school offer?

That the study of the kindergarten arouses enthusiasm no one can dispute, and enthusiasm has been defined as the "genius of sincerity"; that is, it springs from some inward conviction, and action following that conviction is elevated, because it is action moved by the soul.

The kindergarten arouses enthusiasm in its advocates because there is this inner conviction of its truth. There is something within us, something elementary, that shapes our spirits and whose influence is felt long before we are capable of defining it, to which the teachings of the kindergarten respond. It is the voice of the kindergartner's spirit calling for truth, and the spirit of the kindergarten answers it: it is "spirit witnessing to spirit," and this awakening becomes the element of a mighty power. But this very conviction founded upon faith alone, this "genius of sincerity," has too often proved disastrous to the general welfare, and now it is proving disastrous to the kinder-

garten. We are confronted to-day by an army of "enthusiastic kindergartners," whose sentimental and therefore false ideals, because founded upon feeling alone, are bringing disaster to the system. Nevertheless I would not underrate this first enthusiasm of the kindergartner. It makes a great beginning. It is the inward stimulus towards the great aims which the kindergarten proposes. We can all attest to the joy and reverence and love with which the first gleams of kindergarten light filled our souls, but if these first gleams are not kindled into stronger light the kindergartner becomes not only useless and incompetent but dangerous.

This joy and reverence and love have a source deep and powerful and lasting within her own nature; but if she knows nothing of this source, if it is simply some unknown correspondence to her feelings, her enthusiasm will fasten itself upon half-truths, and she will drift about at the mercy of every kindergarten fad. Now the strength of the training school lies here—that it justifies to the kindergartner the existence of the power from which her enthusiasm

* Read at Convention of National Educational Association, Kindergarten Section, Boston, July 10, 1903.

springs, giving it clear, distinct expression, developing and grounding this *feeling* of truth into *knowledge* of truth, changing the wavering conviction of feeling into the unwavering conviction of reason as the first enthusiasm of feeling grows into the deeper enthusiasm of insight. To understand how this change can be effected, we must recognize the kindergarten, not as a principle limited to itself but as the application to education of the highest and most sublime thought yet reached by the human mind. It has taken thousands of years to reach it and it is the culmination of all the efforts of the soul to understand itself. The movement by which this thought has been reached stands out clear and vivid to the student of history, and this is what she sees.

Planted deep in the earliest intuitions of primitive man, moving on slowly through the ages to its last and highest insight, there has been but *one* thought. The one thing which the human mind has tried to determine, the one thing it has sought, has been to understand the relationship between God, the world and itself. Now, sunk in nature and thinking that nature is all, the mind has only a faint glimmer of anything beyond the perceptions of the eye; then, because this is no dead universe, because there is meaning in the light, because the sea and the mountains and the stars hint to us of spiritual things, the mind reacts and the thought of spirit is uppermost. Moving from nature to spirit, from one extreme to the other, separating and combining,—this is the swing of history and rep-

resents the unaided search of the human soul to realize its own intuitions. And so this thought has moved on, forced by its own logic to ever higher conceptions, until its final recognition is of God as the heart and soul of all life.

The whole kindergarten is an appeal to this intuition of unity; and when Froebel counsels, "Seek ye first the kingdom of God *within*," it is his recognition of a complete ethical—yes, more than an ethical—of an infinite principle existing from the first in the child's soul, a dim, vague feeling that all life, not only human life but all life, mingles with his own. That feeling of the oneness of all life is the child's soul, the Divine part of him. It is Reason or the Soul, in its first form of feeling, saying to the child: "All things are one,—nature, man and God." Knowledge, which means relation to the physical world, and Love, which means relation to the world of man, in their final analysis are one. Both are implied in the first intuition of the child. To understand one's relationship to the world is to know, and complete understanding would be complete knowing; to understand one's relationship to the world is to love, and complete understanding would be complete loving; and these two even partially realized prove identity with God, who is All-knowing and All-loving. In their completeness, man as the image of God in perfect identity with Him would be realized. Now we see how the two things meet,—the intuition of the child (the intuition, too, of men in the childhood of the race) and the

insight of the developed man. The child *feels* that all things are one, the man *knows* it. "There are no barriers between God, the world and the human soul," is the last and highest proved insight.

Science teaches that in the universe everything is united, the smallest atom to the star, and star to star, in interaction of physical force. Its one aim has been to prove a connected world through all the changing forms. Ethics teaches us of the solidarity of mankind, the least and lowest linked to the highest by interaction of spiritual force. The whole aim of ethics is to demonstrate the spiritual world as one. But this great insight is more than scientific, more than ethical; it holds them both. It is infinite, linking low and high, matter and spirit, God, the world, and the human soul. This insight has been reached by the soul's growing into consciousness of itself; and the soul grows into this higher consciousness by looking long and steadily *within*. Through introspection mind reads its own history, and the most general deductions from this introspective view are: It knows that within itself there is an *allurement to right*, to what is true and good, or, in other words, to knowledge and love. It knows that something within itself allures to these two things; it reads the struggle, the inevitable conflict; but it reads, too, the free will to carry out this aspiration towards knowledge and love,—knowledge which binds the physical universe into one, and love which binds the spiritual universe into one. Its own *freedom* it

has discovered. The soul knows that it is *free*; that no environment can bind, no circumstances enslave, the free soul; that it alone is the creator, the author, the originator of all its actions. Looking within, we become conscious of a power that tells us of things without any help from the senses and the world of experience; we become conscious of a force within ourselves which can go on *forever*, with changing centers and ever-widening circumference, by means of which we can bind these apparently separated worlds into the unity of knowledge and love; and we so surely recognize this power as *infinite*, as *limitless*, that the very best we can say of the God of knowledge and of love arises out of our own conceptions of what we may make ourselves: "There is something within me that draws me to the right; I have the free will to do the right." This is the highest revelation the human soul has made of itself. It is read from the human breast and there is no other source of this knowledge.

"Once read thy breast aright
And thou has done with fears;
Man finds no other light
Search he a thousand years."

This means identity with God, means that the soul has found its source. This proves "what may be known of the invisible God through the things He has made, even His Power and Divinity." Inspired words come to corroborate the inspiration of the soul, and the boundary line which separated man and God is blotted out. Our true relationship, as the child felt, is oneness with God.

Science still separates God and man, God and nature, nature and man. "The myth-makers confused the human and Divine, and poets and philosophers still keep up the confusion, but it is all a mistake," says Science. "Nature bears no relation to God or the human soul." But a higher seeing interprets the life of the universe by the soul's consciousness of itself. If mountains and rocks could know anything of themselves, they would say that the principle of the universe is "force"; and if plants could know, they would say "life"; but spirit says "spirit." We know what nature is, not from the mountains or the sea or the tides, but from *within* ourselves. We know that God is behind force, creating everywhere beauty and harmony, guiding all nature to its flowering, because we know of the free, purposeful power in ourselves, free to create beauty and harmony in our lives, free to guide life to perfection. Nature is the revelation of God's intellect, and the condition of ours. It is bound up with our whole spiritual life;—with our intellects as we build them up through contact with God's intellect in nature; with our hearts as they are stirred through contact with God's heart in the symbols of nature. A flying bird can thrill us with a sense of freedom, we can feel the power of our wills in the wind, and we can feel in the light a premonition of all that truth does for the soul. Thus there is kinship everywhere, and nature, man and God are one. This is the substance of that wonderful chapter in Froebel's *Education of Man on Life*

Unity as the Groundwork of the Whole. "I have within me the aspiration towards the right, I have free will to carry out that aspiration"—freedom is the result of these two (not of either alone, for aspiration without action is valueless, and free will without its exertion upon the things the soul aspires to is valueless). In their combination the free human soul is the result. This insight calls for a re-creation of everything that grows out of the action of mind; therefore Religion, Government, Art, Literature and Education have made a new confession of belief, and the result is the free Republic, the great types of character in Art and Literature, and the developing method in Education. The educational problem then becomes, "How can I lead the child's free will to act upon the intuitions that God has planted in his soul?" or "How can I generate spontaneity?" Froebel's *Mother Play* is the answer to this, and because it solves the problem it is one of the greatest of educational works.

This is the method of the *Mother Play*: To stir into stronger life the seed principle of knowledge and love, the feeling that all life is one; and to bring forth out of this seed principle, by its own energy, all that it holds. Every organism generates its own differences. The seed sends forth, by its own energy, its differences,—it is all spontaneous growth; and under all these differences the flower is working, trying to realize its own perfection. Reason is the flower of the soul, working even through the child's intuitions toward its perfec-

tion. Every song of the Mother Play is an appeal to the intuitions of unity by making an outward picture of the solidarity of life, thus stirring and strengthening the dim feeling and generating out of it some act that was hidden away, coiled up in the germ feeling. To take but one example out of the fifty-two that the Mother Play furnishes: The Grass-mowing is a story in song of human dependence upon nature, man and God. The child sees so many people working for him, so many animals working for him, the grain working to grow, God sending rain and sunshine to help it, —*all for him*. This stirs and vitalizes the dim feeling that all life is bound together, until spontaneously out of the aroused feeling springs *gratitude*. One of the possibilities hidden away in the seed has come to light; one of the steps in the development of Reason has been taken, for Reason has reached its fullest meaning when a person is capable of performing *all* the acts that, gathered under the name of Love, bind humanity together. Gratitude is one of these acts, voiced by the "Thank you" of the grateful child. No other "Thank you" but one generated in this way will avail.

Education fails absolutely if results are sought in any other way. The free will is thus carrying out an aspiration of the soul. That is spontaneity, that is freedom, because the true nature is ruling. No doctrine of interest, no hope of reward, no fear of punishment, not even a sense of "I ought," can become a motive. If these outward things become the mov-

ing principle of action, there is no freedom. "All things are bondage until the heart goes with them." The Gifts designed by Froebel furnish a similar appeal. Just as we generate by means of the Mother Play songs the different forms of love, so, in the same way, by means of the Gifts we generate knowledge, so that each step from known to unknown becomes a new discovery, the mind's own free loving act. These balls and blocks are types, as you know, which unify the apparent differences in things. The Mother Play makes a picture of human dependencies, and with this picture stirs the sense of *human solidarity*, so that out of it spontaneously flow its own differences, and Reason as Love begins to actualize itself. The Gifts make a picture of the dependencies of things, and this reflection stirs the sense of the *solidarity of things*, which is the knowledge sense, and Reason as Knowledge begins to actualize itself. Work that is useful but not useful in the highest sense does not offer material that answers to this unfolding of knowledge out of itself; and to occupy children in this way is going back to the Pestalozzian idea of work, and ignoring the profound principle that Froebel illustrates.

This great insight becomes the possession of the kindergartner, and its power over her life is immeasurable. It is not the principle of the kindergarten solely nor of education in general, although it seems to belong to the kindergarten more than to any other grade of education, because of the unrivaled adaptability of the Mother Play and the Gifts to the de-

velopment of the principle. It is the principle, universal in its sweep, by which to measure the right and wrong, the truth and falsity of everything in life. In the first and second year of the kindergartner's training, the Mother Play and Gifts begin to awaken this new and commanding principle within the heart of the kindergartner. But this is not enough. The insight must be deepened; she must see it in everything that touches human life. She must see in history not separated nations—Persia here, Greece there—but a great collective life, marching toward freedom by working out its intuitions, and reaching its goal by the growth of knowledge and love that bind the worlds.

Literature views life from the standpoint of History. The great world-poets tell the same story,—that out of the potential life given to man he must create his own destiny. Ulysses' wanderings and struggles are the story of the battle of life to be won by subordinating the senses and listening to the voice of reason; Dante takes the fearful journey that we may see in the stern logic of events the fate of those who strike at the sacred bond of fellowship; Shakespeare's kings uncrown themselves because they fail to see that the principle that binds king to people is the same that binds the moral universe into one; and

"Woe! Woe! Thou hast destroyed it,
The beautiful world,"

is the lament of Faust's own heart. "I am no nearer the Infinite," he cries, because he has denied that infinite power that allies man to God, that creates all the beauty of the world. But out of its shattered fragments he will build up again the beautiful world in his own breast, and he will learn, what all the great world-poets tell us, that freedom can only be won in the service of love. Through all the variety of illustration the kindergartner reaches a definite principle at the root of knowledge and character. She sees the universal sweep of the principle, and it becomes far more than an intellectual conviction. It touches the deepest springs of feeling and thought, going out in vital action, fitting her for the work of the kindergarten, fitting her for life's most sacred duties, and making sure preparation for the immortal life to come. Wherever we go in this infinite universe we shall still be in God's worlds; and wherever He is, there is Knowledge and Love, for these are His attributes. Everything else passes, our thoughts are outgrown, our standards change; but Knowledge and Love will continue to exist, and the things that will make life beautiful for the kindergartner and for all with whom she comes in contact here, will be as fresh in those new worlds as when the first breath of their inspiration roused her enthusiasm in her happy kindergarten days.

PRAYER.

WHETHER it be to Apollo,
Or the martyred Christian God;
Whether it rise amid incense,
Or fall with the wine to the sod; . .

“Pagan” or “Christian” or “Moslem,”
If but the prayer be sincere,
That Power which is nameless and changeless,
And loveth us all, will hear.

—*The Boston Transcript.*

A SOUTHERN BROADSIDE IN FAVOR OF KINDERGARTEN.

UNQUESTIONABLY.

THE kindergarten deserves a place in our public school system unquestionably, because it deals with the child in the most vital and impressionable period of its life. If any children are entitled to school privileges, the children under six years of age are, and their education is as much a concern of the State as the education of any other children.

EDWIN O. ALDERMAN,
President of Tulane University,
New Orleans, La.

THE TIME WILL COME.

I believe that the introduction of the kindergarten into the public school system constitutes a wise and helpful provision in all cases in which the resources of the community make the undertaking practicable.

The kindergarten is no longer a

mere experiment. It represents a real step forward, and the time will come when it will hold a recognized place in every fully developed system of public education.

EDGAR GARDNER MURPHY,
Executive Secretary of the Southern
Education Board.

KINDERGARTENS SUPPORTED BY PUBLIC TAXATION.

I see no reason why kindergarten schools should not be supported by public taxation as any other schools are supported.

CHARLES D. McIVER,
President of the State Normal and
Industrial College, Greensboro,
N. C.

KINDERGARTEN PREPARES AS NO
OTHER TEACHING CAN FOR
WORK OF LATER YEARS.

The kindergarten has long since

demonstrated its usefulness. It is no longer in the experimental stage and its place in the school system is assured. There are in the city of New Orleans eighteen kindergartens, all well attended, and all doing good work. It is the experience of the primary teachers that kindergarten-trained children are quicker to respond in every way, and advance more rapidly, than children who have never attended the kindergarten.

One of the most decided advantages to be stated in favor of the kindergarten's being made a part of the public school system is the fact that the average school life of a child does not now extend beyond the first five years in the public schools, so that it is necessary to give him as much training as possible in these few years. The kindergarten would add two years to his school life; and while it does not give the child any definite instruction in the ordinary school studies, yet the organized play and symbolic teaching of the kindergarten prepare him, as no other teaching could, for the work of later years.

WARREN EASTON,
Superintendent of Public Schools,
New Orleans, La.

WORK OF THE STATE SHOULD NOT BE LEFT TO PHILANTHROPY.

I believe that the kindergarten deserves a place in our public school systems, and especially in the schools of the cities, towns, and villages, because kindergarten instruction makes the best introduction to school work. It adds two years to the educational period of the children who leave school at a very early age, and has an

influence for good on the entire course of study in the primary, intermediate, and high grades.

I think that all people of whatever age should be entitled to public school privileges, and see no reason why there should be a limit on either side. The business of the public school is to afford the best possible educational advantages to a people. The question as to whether or not children under six years should attend school depends wholly on the answer to this other question: Can children under six years be benefited by attendance on any form of school instruction?

If children under six can be benefited by instruction in kindergarten or primary school, then it is a matter of interest to the State and should no more be left to philanthropy than any other work of the State. It is the State's business to provide for education that can be of advantage to the State or any of the people of the State.

For several years I was superintendent of the schools of Asheville, N. C. During that time we organized the free kindergartens of Asheville, and these were attended by about two hundred and fifty children every year. It was the general testimony of the teachers that those children who had attended the kindergarten were much better prepared for all kinds of work of the primary school than others were. My own observation is to the same effect.

P. P. CLAXTON,
Superintendent of the Summer
School of the South, Knoxville,
Tenn.

KINDERGARTEN CONTRIBUTES TO SOCIAL EFFICIENCY AND IS THEREFORE A SOCIAL RESPONSIBILITY.

The kindergarten should be a part of the public school system.

Children under the age of six are entitled to public school privileges.

The early education of children is a social interest.

All education is for social efficiency. In this end we have united the highest good of the individual and the highest interests of society. The school is the institution which society has organized to realize and perpetuate its own ideals and to bring each of its members to the highest possible degree of self-realization. These two aims are one. The school serves the individual only in so far as it serves society. The public school is the most adequate embodiment of the social ideal and the most efficient instrument for the development of the individual. If, therefore, the kindergarten has any function at all, it is a social function and the kindergarten is as much a part of the public school system as is the grammar school. It is universally admitted that the play period is quite as important educationally as any other

period of the child's life. All admit that when the child has not the proper environment in the home, the kindergarten may rescue the child from these hard conditions. So that people have come to look upon the kindergarten as the most potent instrument for rescuing the child from the slums.

But to rescue a child means to give to society an efficient member, and therefore to contribute to the welfare of all. So that from this view of the matter, the kindergarten should be a state institution on the same basis as the other grades. But all play activity has educational significance, and its educational value may be heightened by wise supervision. The kindergarten therefore has its place in the education of every child. On either count, it is a part of the school system, performs a social function, contributes to social efficiency, is therefore a social interest and represents a social responsibility.

Very truly yours,

WICKLIFFE ROSE,

Secretary of the Summer School of the South. Written at the request of CHARLES W. DABNEY, President of University of Tennessee.

CHILD STUDY. One hundred children were handed each a hot iron. Thirty-three boys and eighteen girls said "Ouch!" Twenty-five girls and ten boys said "Ooch!" Of the girls who said "Ouch!" seven had pug noses and one toed in. Thirteen boys of foreign parents said "Ooch!" The conclusions to be drawn from this interesting experiment will be embodied in a book and published in the Practical Science Series.

—*Life.*

AN AMERICAN KINDERGARTNER'S IMPRESSIONS IN LONDON.

BY AMELIA VIOLA THORN, NEW YORK CITY.

TO one who has seen the increase in number and usefulness of free kindergartens in New York and other American cities, who has seen these kindergartens uplift whole neighborhoods by their leavening power, it is a disappointment and cause of deep regret to find in the great city of London practically no kindergartens for the children of the poor. It took me some time to come to the belief that such a state of things existed—could exist there at the present day! A city where so much wealth and wisdom are concentrated, where, alas! exist, as in all great cities, dire poverty and pitiable ignorance and all the evils that follow in their train—can it be that here the poor children are not yet provided with Froebel's gardens of childhood? The Board Schools, which correspond roughly to the lower grades of our public schools, admit very young children, even those of only three years. At this tender age their schooling begins, but not in the natural and rational way characteristic of the new education. Their infant minds are made to deal laboriously with the three R's, and "infant schools" flourish to the exclusion of kindergartens. The teachers are still

contentedly endeavoring to store the mind of the child with information meaningless to him at this stage, instead of providing means for that preliminary development of the whole child—of all his powers, physical, mental and moral—that is necessary for sound development later and forms the best preparation even for scholastic education.

To go into a settlement where extensive activities of many kinds are carried on, and find lacking what we have come to feel is the very corner stone of social work,—the kindergarten,—seemed strangely unaccountable. I felt that somewhere in the immense city of London, in connection with church or mission, there must be disciples of Froebel's gathering the street children about them and, by the splendid results of their work, gaining favor for this method of education; so I continued my quest. At last my search was rewarded, and I had the satisfaction of learning that London was not utterly without free kindergartens, for I found two, one at Sesame House, St. John's Wood, and another at Ropeyard Rails, Woolwich.

The work of Sesame House is similar to that of the Pestalozzi-Froebel

House in Berlin, and is under the supervision of Miss Annette Schepel, who was for many years at the latter house. The situation of Sesame House is ideal, and the abundance of land available for vegetable and flower gardens makes it possible for the teachers to carry out Froebel's plans for out-of-door work. Although the kindergarten is free to some children, most of the parents pay something for tuition. It was not until I went to the Woolwich kindergarten, therefore, that I found the very poor and neglected children that one longs to gather together in just such a bright and happy place as this proved to be. Miss Muriel Wragge is the director, and the work she is carrying on here at St. Saviour's Mission, in the very heart of a slum district, is of that increasing worth that cannot be estimated. A striking characteristic of the children fortunate enough to be in this kindergarten is the bright happy look in their faces as contrasted with the solemn look and immobile features of most of the London street children. One was impressed with this directly upon entering the kindergarten, and all through the morning that I spent there, illustrations kept occurring of the awakening that the minds and souls of these children are undergoing. The room is large and attractive and has many pictures. A sand pile in one corner has a background of scenery representing the seashore, that the little ones may the more readily live in imagination the fascinating life by the sea.

The bit of outdoors belonging to the kindergarten is unfortunately

small, yet the most is being made of it, and one of the children showed us "Mr. Froebel's tree," planted on Froebel's birthday. By the side of the garden wall hangs a rope long used by thieves and desperate characters to aid them in escaping pursuit. We were told that as often as the rope is cut down it is in some mysterious way replaced. What more is needed to give an idea of the character of the neighborhood?

Miss Wragge works against many hard conditions, one of which is the necessity of having an afternoon as well as a morning session. This she must do in order to keep the children at all; for if she did not, the parents would send them to the board schools where they are "out of the w'y" all day. Miss Wragge compromises by having perfectly free play during the second session. She has but one assistant and three divisions of children; so that she must divide her attention between two tables, keeping the children at both occupied and interested. This she does with great success, having seemingly imbued the older ones with a self-directive power, as is shown in their self-control and the spirit of unity in their activity. It is indeed a noble work that is being carried on here by Miss Wragge, and one could but wish that such kindergartens were scattered everywhere in London! Contemplating the vast desert of need, one is overwhelmed by a great wave of pity, and the "cry of the children" becomes very real. In the eyes of every child of the crowded quarters there is a mute appeal for that which is the right of

ild born into the world—the live out the period of childhood robbed of those privileges that childhood glorious.

is small attempt, as there is opportunity, on the part of the children to live out their child-childlike way. They are not, but small men and women; it else could be expected when schooling must be as Hercules' their infant minds and when mental development is acquired streets! I saw very little of it of real play among them. occasion only did I see any enthusiasm display itself, and when peace was declared between the Boers and the British. enthusiasm then was the revealing of their elders, as they, waved their flags, and sang diers of the King. An idea came to them, and they seized with avidity, playing their game day and night. One day I heard the "did-de-trum, tum, did-de-trum" of an im-drum (an old tin pan), and, out of my window, saw another processions that had been sent of late. Marching behind the company were four small supporting the ends of two long poles to which was an old piece of rag. A little fellow was being long in this. It needed not a glance to see in him a little soldier returned from South Africa with strength enough left, of his wounds, to uphold a tattered-scarred flag of old England. It was a pleasure to see this

bit of representative play on the streets of this staid and solemn part of London.

I visited a number of the prominent kindergarten training schools and shall always recall with great pleasure the morning at Blackheath Kindergarten College. Miss Adelaide Wragge, and her assistant, Miss Owen, were most cordial in their welcome. A delightful atmosphere pervades the school. One felt that all, from the smallest child up to the principal, were in perfect sympathy, forming a beautiful, harmonious whole that would have been after Froebel's own heart. The Blackheath College has, in connection with its training department and kindergarten, a transition class and a lower form or primary class. Thus the students are enabled to see Froebel's principles applied beyond the kindergarten, such observation being a valuable if not an essential part of their training. (All the work of this institution is private, not free.)

I must say a word about the games played by these kindergarten children, for the enthusiastic spirit with which they were carried on was very gratifying. I am sure I have never seen the Bird's Nest game played with such tenderness and feeling as it was played here. A beholder could not but be impressed with the beautiful, childish thoughtfulness with which each child played his part, identifying himself with it, utterly unconscious of self and oblivious of the actual surroundings. At the last when the little birds were fledged and strong enough to fly, all the children

became birds and flew about with the utmost grace and freedom of movement. Graceful movement was strikingly characteristic of all the games and plays. It seemed to be the natural result of perfect child-life and lack of self-consciousness; but it was also largely due to the children's seeing only graceful movements on the part of their kindergartners. The scheme of physical work for the training class, including as it does hockey, tennis and bicycling throughout the seven terms, Swedish drill two terms, and musical drill four terms, aims to develop agility and perfect freedom of the body. How well it succeeds in this I had another opportunity of witnessing. Miss Wragge, upon learning that we had never seen the time-honored English Maypole dance, said she would ask her girls to go through it for us; and although the school was closing for the Whitsuntide holidays and all were eager to depart, the students consented most graciously to remain and show us the dance. After the children had been dismissed, the tall Maypole, hung with gay streamers, was brought in and made firm in the center of the room. Then the students took their places, and with evident enjoyment and the utmost grace went through the intricate figures of the dance, twining and inter-twining the ribbons in many different and beautiful designs. It was a pretty sight and lent vividness to what we have read of May day in England.

Many American ideas have been introduced at Blackheath College through Miss Wragge's assistant,

Miss Grace Owen, who took her diploma at Teachers College, Columbia University, and who is most enthusiastic on the subject of American kindergartens. The general plan of work at Blackheath largely resembles ours in America, yet even at this progressive kindergarten, Miss Wragge, in deference to the wishes of parents and in order to get them to send their children at all, was obliged until quite recently to give short lessons in studies that we feel belong strictly to the province of the school and have no part in the kindergarten scheme.

Miss Wragge is particularly anxious that all American kindergartners who may travel to London should know that they will be gladly welcomed at Blackheath College, 14 St. German's Place, Blackheath, London S. E. For the benefit of any who go to England during the summer vacation, I would say that the school is in session there until the end of July.

As I left this most attractive spot I felt more deeply than ever before how true it is that the spirit and attitude of the head-worker is always reflected in each member of the whole.

I have not space to write of the other kindergartens visited in London. In all of them the deliberateness and freedom from hurry and excitement was a marked characteristic which many of our Americans might cultivate to advantage. On the other hand, if I may venture a criticism, I should say that more of the American energy, vivacity and activity could well be engrafted upon the typical English kindergarten.

THE RABBIT WOMAN.

BY CAROLINE BENEDICT BURRELL.

ONE of the most picturesque figures in New York is the Rabbit Woman who stands on Broadway near Twentieth street. She is at her post rainy days and fair ones, in snow or in sunshine, always smiling and contented. Her broad German face beams with good nature when one stops to speak with her, and she gladly shows her wares whether you mean to buy or not. At her side is a large covered basket, hiding away a number of tiny, warm, white rabbits, that sleep contentedly all snuggled down together. When the Rabbit Woman is not busy with a customer she is whispering to these pets, or smoothing their fur or feeding them bits of carrot with as tender a care as any maternal rabbit could show.

As a passer-by stops to admire the little creatures, she beams with the delicious complacency of a mother showing her first baby. One sometimes wonders how she keeps up this interest in her small charges year after year, but her affection never grows tired. She has stood in her sheltered corner for ten years now, the familiar friend of the children of New York, and to-day she thinks her rabbits as charming and novel as she thought them a decade ago. She willingly hands out one to be hugged

by the child who stops to admire and then passes on, just as a mother stops wheeling her baby carriage to let a chance admirer see her darling's face.

When she parts with one of her babies she wraps it up carefully and tucks it in a little box, all warmly lined and perfectly ventilated, and charges its purchaser to be very careful of it and very kind to it. Often when some one stops to tell her of some rabbit which is well and happy in its new home she will inquire particularly of its growth and intelligence and comment on its remembered beauty and grace. Her child has been adopted, but it is her child still.

Down in the basket beside the rabbits there sometimes snuggle tiny Maltese kittens, and such beautiful kittens! Each is blue gray, with bright, kitten-blue eyes, and each wears with distinct pride a little pink neck ribbon. When it is wakened from its nap to promenade on the sidewalk before the eyes of some possible buyer, it holds its tail erect, like a banner. A rabbit put down beside it crouches and blinks its pretty pink eyes in helpless timidity, but not so the kitten; that marches about with an air of unmistakable conceit. The contrast at one of these exhibitions is

one of the delicious bits of the performance.

The owner of these pets lives on a small farm on Long Island, and comes into town every day. She raises both rabbits and kittens herself, and says she sells every one of them. She is always spotlessly dressed in a quaint, foreign fashion, and one of her most attractive garments is her apron of blue and white checked gingham, embroidered with a pattern of

kittens or rabbits in cross-stitch. This apron she is often urged to take off and sell, and she complies with blushes and shame-faced smiles, only to appear on the morrow with another, even more elaborate. Fascinating as are her little pets, she is more fascinating herself, with her lovely, old-world quiet and content, and her love for her little charges and the children who love them too.

—*The Congregationalist.*

PUSS FINEFUR'S ADOPTED FAMILY.

By SUSIE M. BEST.

BUNNY BUNCH was the happiest mother-rabbit in the land. Her last batch of babies (there were six in it) was a batch to be proud of. Blind, naked little creatures they were, and perhaps you and I would not have considered them beauties; but Bunny Bunch did, and her approval was of much more consequence than ours.

Somebody else thought Bunny Bunch's babies worth admiring, too. And who do you suppose it was? Why, Puss Finefur, to be sure,—the handsomest black cat in the county. He thought Bunny Bunch's babies were so pretty that he tried to adopt them. I must tell you all about it.

Bunny Bunch lived in a wooden box in a coal-shed. To protect her from the inclemency of the weather, her owner had nailed a cover over the

top of the box, but left an opening at the side large enough for her to creep in and out of as she wished. This made the box warm enough for Bunny Bunch herself, but she knew it would never be cozy enough for her little naked babies. So, some time before they were born, Bunny Bunch made a comfortable lining for the box out of fur that she pulled from her own breast. When it was all padded and lined, Bunny Bunch thought it was a nest fit for a king rabbit; and the baby rabbits thought so, too, when they came to live in it.

Puss Finefur was the pet of the family who lived in the second floor flat, but he was always prowling around the downstairs premises. He liked to visit his neighbors. One day, when Bunny Bunch's babies were a few days old, she left them in the box,

le out to the yard to stretch
bs and hunt something good

e she was gone, Puss Finefur
osing around the box. He
in at the opening; and, when
the six blind babies, he deter-
on a closer acquaintance. So
red himself into their box;
thead of gobbling them up, as
ts would have done, he began
their little bodies quite affec-
y.

little creatures, feeling some-
ig and warm and furry near
t once concluded it was their
ar mamma come back; and
th they nestled themselves
ainst him. Puss Finefur evi-
was not displeased with their
ns, for he just lay right down
the little things crowd as close
as they wanted to.

y soon Bunny Bunch came in
and at first she was in a great
o see Puss Finefur hugging
ies; but he gave her several
ing "meows," and, finding
nvestigation that he had n't

eaten any of the six, Bunny Bunch
nestled herself down on the other side
of the box; and there they lay, Puss
Finefur on one side, Bunny Bunch
on the other, and the six babies be-
tween them.

That was Puss Finefur's first visit
to the rabbit-box, but it was n't his
last by a good many. Every day
regularly, for a long time afterwards,
whenever Bunny Bunch left the box,
Puss Finefur walked in, and the
babies grew very fond of him; and, as
his fur was good and thick and he was
such a warm, cozy kind of a cat, they
hardly knew the difference between
him and their own mamma.

Bunny Bunch was glad enough to
leave them in Puss Finefur's charge.
She felt that they were safe with him,
and that no harm could befall her be-
loved family while they were in the
care of such a devoted nurse as Puss
Finefur. And none ever did. The
babies all lived and grew up to be fine
rabbits and to this day they are great
friends with Puss Finefur. And
this is a true story.

—*Every Other Sunday.*

A CHICAGOAN TO BOSTON.

THINE is a mighty heritage,
Proud city of the dauntless free.
What Greece and Rome gave to the stage
Of Human Rights, in days forlorn,
Were Freedom's puppets; but to thee
Her living lusty child was born
(Time's dream and hope's epitome),
Thou Bethlehem of Liberty! —*Charles Granger Blanden.*

never failing source of interest to teachers and children alike. If the children were restless and the room grew noisy, a reminder that we might startle the gentle little mother was enough to restore quiet. Very often it seemed, as the children said, that she was watching our movements through the glass and was interested in our work. Morning after morning she sat quietly on her nest, leaving it only for a few moments at a time, when she felt the need of food. At such times the children tiptoed to the window to catch a glimpse of the eggs that were being so carefully guarded there. Every morning, especially after a wind or shower, the first words of teachers and children alike were: "Is our pigeon safe? Is she still on her nest?"

While we were busy with our work and play, the days passed by until three weeks had gone and the time had come for the appearance of our expected baby pigeons. We had already named them Fluffy and Duffy.

One day, as the teachers sat at their lunch, an unusual note in the soft "Coo-coo" of the parent birds attracted their attention. Going softly to the window they saw that the patient mother had received her reward; two baby pigeons were in the nest.

The next morning the glad news

was told to the children. How eager they were to see the babies for themselves! But when their attention was called to the timidity of the parent birds, they restrained their eagerness and took turns in quietly tiptoeing two by two to the window.

The next few days afforded abundant opportunity for watching the young birds, for the father and mother were obliged to be absent almost constantly to secure food sufficient to satisfy the ravenous appetites of the young birds. How the kindergarten children enjoyed seeing the parents place the food in the ever-open mouths! The mouths, indeed, being always stretched to their greatest capacity, appeared to be out of all proportion to the skinny, featherless bodies. But this, to the faithful parent birds and the admiring children, was no defect.

All too soon came the time for our school vacation, and before the baby-birds had grown large enough to leave their nest, we bade the children good-bye for the summer and locked the kindergarten doors. When we returned it was to find an empty nest; but all through the autumn, whenever a pigeon perched on the edge of our window box, giving its soft "Coo-coo," one of the children was sure to say: "Perhaps that is Fluffy!" or, "Do you think that is the mother pigeon?"

THE WHITE DOVE.

BY MAUD LINDSAY.

THERE was once upon a time a white dove that lived next door to a growly, grizzly bear.

The dove had a voice as sweet as music, but the bear had a terrible growl. He was always snarling, growling and quarreling, till the white dove said: "I cannot stand it any longer. I must find a new home."

So, early the next morning, she started out to find the new home. First she went to the creek and dipped her wings in the shining water till they were as white as snow, and then away she flew, over the hills and the valley.

"Coo, coo! I should like to live with a good child," she said as she flew.

By and by she came to a small, white house by the roadside, and there on the doorstep sat a little girl who looked so much like a good child that the white dove lighted on a tree by the gate and called, with her voice as sweet as music: "Coo, coo! may I come in? Coo, coo! may I come in?"

But the little girl did not hear, for just then her mother called from the kitchen: "Little daughter, come in! I want you to rock the baby to sleep." And before the dove had time to call again the little girl began to cry as loudly as she could: "Boo-hoo! Boo-hoo! I—don't—want—to—come—in! Boo-hoo! Boo-hoo!"

"Coo, coo," called the white dove. But it did no good, so she spread her wings and flew away.

"I should rather live next door to a growly, grizzly bear," she said to herself, "than in the house with a child who cries like that."

On and on she flew, over the tree tops and roofs, till she reached a big house that had a great many doors and windows. The windows were open, and, looking in, the white dove saw half a dozen boys and girls playing together.

Oh! what a noise there was! The baby had waked up long before he was through with his nap, and he was crying about it, and the nurse was singing to him; and all the rest were running and screaming and jumping, till altogether there was such a din that the white dove could not make herself heard, although she called many times.

At last, however, somebody spied her, and then what a terrible time she had!

Every child in the room began to push and scramble to get her. "She's mine!" "She's mine!" "I saw her first!" "You did n't!" "I did!" they cried, all talking at once, till the white dove spread her wings and flew away.

"It would be almost as bad as living next door to a growly, grizzly bear

to live in the house with all that noise," she said as she flew away.

Her white wings were weary and she began to think that she would have to turn back, when she heard a sound as sweet as her own voice. It came from a brown house near by, and the white dove made haste to the door to find out what the sound was.

When she put her head in at the door she saw a little girl rocking her baby brother to sleep in his cradle; and it was this little girl who had the voice like music. As she rocked the cradle she sang:—

"All the pretty little horses,
White and gray and black and bay;
All the pretty little horses,

You shall see some day, some day,
All the pretty little horses." *

"Coo, coo! may I come in?" called the white dove softly at the door; and the little girl looked up.

Now the child had often thought that she would rather have a white dove than anything else in the world, and she whispered back: "Dear dove, come in." Then the white dove went in and lived there all the days of her life and never had to go back to live by the growly, grizzly bear any more, for she had found a home with a good child, and that is the best home in the world.

—* An old lullaby.

EDUCATION is the knowledge of how to use the whole of one's self. Men are often like knives with many blades; they know how to open one blade and only one; all the rest are buried in the handle and the knives are no better than they would have been if they had been made with but one blade. Many men use but one or two faculties out of the score with which they are endowed. A man is educated who knows how to make a tool of every faculty—how to open it, how to keep it sharp, and how to apply it to all practical purposes.

—Henry Ward Beecher.

THE PICNIC.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

COME, Frances and Rosie and Johnnie!
Come, Lizzie and Willie and Ray!
Come, every wee lassie and laddie,
We're off to the woods to-day!

See! Mother has packed a fine basket.
She has made us a cake and a pie;
Here's bread, too, and cheese,
And so, if you please,
We'll have a fine feast, by and by.

We'll visit the squirrel and rabbit,
And gather the nuts from the tree;
We'll find a small boat
And set it afloat
And ride on the river with glee.

We'll hunt for the yellow persimmons
That Jack Frost has touched and made sweet;
The wild grapes hang high,
But I will be spry
And gather a few for a treat.

We'll watch the red light on the tree tops,
We'll see the last bit of the sun;
Then, tired with our play,
At the end of the day
We homeward will joyfully run.

Come, Lizzie and Frances and Johnnie!
Come, Willie and Rosie and Ray!
Come, every wee lassie and laddie,
We're off for the woods to-day!

THE GUINEA ROOSTER'S TROUBLE.

By LUCY H. MAXWELL, BOSTON, MASS.

CHILDREN, would you like to hear a true story about a guinea rooster that I once knew, away out in the country where I was staying at a great big farmhouse?

I used to love to go out to the barnyard each morning and visit the kind old molley-cows, the great strong norries, the family of cats, the pigeons, and all the poultry—the guinea fowl, hens and chickens.

Best of all, there were four dear little Shetland ponies! One of these ponies was named Major, and he, I think, was my favorite, for he was such a strong, straight little fellow, and had such a bushy mane, and did seem to know so much!

Well, one day I looked out of my window and saw that Major was tied in a field not far from the barnyard: so I thought I would go out and play with him for a while.

When he saw me he came right to where I stood: and I had just said, "Good morning, Major," when I heard behind me what sounded like the most awful cry of trouble. Turning quickly around I saw the guinea rooster coming toward me, screeching as loudly as he could.

When he had almost reached me, he turned and ran back to the barnyard: then he turned and came to me

again: then ran back to the barnyard, then to me: and all this time he kept making his dreadful cry, the screeches getting louder and louder.

I did n't know what to do. I asked him what the matter was but he could n't seem to tell me any more plainly than he was doing.

Just then I looked over to the barnyard, and away off in one corner I saw a great big tin pail turned upside down,—and what do you suppose happened as I looked at the pail? Why, it began to move, and was soon making its way slowly, slowly, along the ground. I stood and gazed, wondering and wondering what could be making the big tin pail move. Nothing was to be seen near it, yet there was the pail moving! And all this time the guinea rooster was keeping up his queer behavior and his queer cry.

At last I called John, the farmer's boy, and asked him what he thought could be the matter with the guinea rooster, and what made that tin pail move so!

John looked at the pail, and his eyes grew bigger and bigger. All this time, you must remember, the guinea rooster was keeping up his queer cry.

After a little, John said, "I'll go and see what it is." So he walked

quietly and cautiously across the barnyard and up to the pail, the guinea rooster following close at his heels. Then gently, with his foot, John tipped the pail over. And what do you suppose happened next? Why, out from under the pail walked the guinea hen! And oh, children! If you could only have seen how happily the guinea rooster and guinea hen walked off side by side you would have been pleased!

Don't you think the guinea rooster must have thought me very stupid not to have understood him when he begged me so hard to go and free his poor, dear guinea hen from her strange prison?

A BUSY DAY.

O WHERE has baby been to-day?
 And what has baby seen to-day?
 She saw the *Moo-Cow*, and she heard
 The pretty little *Dickey-Bird*,
 She heard the *Cock-a-doodle-doo*,
 She heard the *Pussy-Cat* say "Mew,"
 She heard the *Donkey* say "Hee-Haw"—
 So much and more she heard and saw.
 She heard also the *Gee-Gee* neigh—
 O baby, what a busy day!
 —Translated from the Danish by R. Le Gallienne.

THE fundamental principles of the kindergarten are gradually permeating all our teaching. Teachers of all grades are learning that it is not merely in the kindergarten, but in every department of education that they should strive to call forth self-activity; that they should develop the inventive powers; that they should initiate the student into his social environment, and that they should provide for him happy and harmonious surroundings. It is true that the growth of the kindergarten spirit in many departments of teaching is yet very slow, but it is making progress.

—Supt. Henry W. Maxwell, in an address at Pratt Institute, Brooklyn, N. Y.

FORMING THE RING.

Words and Music by LOUISE C. SLOAN.

With bright and hap - py fa - ces We'll quick - ly find our pla - ces ; And

while we now so gai - ly sing To - geth - er we will form a ring.

BALL GAME.

Old English Melody.

FANNY L. JOHNSON.

Harmonized by JULIA A. HIDDEN.

1. Toss up the balls! toss them up high, Fly - ing so mer - ri - ly up toward the sky;
2. O - ver the way, back to their home, This way and that way our balls will now roam;

Now to the ground care - ful - ly throw, Bounding our balls love to go.
O - ver a - gain care - ful - ly throw, Trav - ling our balls love to go.

The balls are started, - up, down, over, or back, - on the first beat of each measure.

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., OCTOBER, 1903.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed.
LEICESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

PUBLIC VS. PRIVATE TRAINING of kindergartners finds its most ardent advocacy in those particular regions where the public training has been good and the private (or association) training meager if not distinctly poor. True it is that a severe indictment of inefficiency can be made against many private training schools, and we all know of certain of these from which intending students should be sedulously warned, and for whose abolishment true friends of kindergarten steadfastly hope and pray; but the training of kindergartners in our higher public institutions is as yet in too incipient a stage, speaking generally, for the verdict to be given always in its favor as against that of private training classes.

With the kindergarten established

as an integral part of the public school system, as it is inevitably destined to be, the training of kindergartners in public normal schools and universities will also become general. This is eminently desirable, and the training will doubtless become highly perfected in these institutions. At present, a high grade of training has been reached in a few of the public normal schools in scattered parts of the country; but large numbers of them have as yet no kindergarten training department or only a struggling one of mediocre rank. The private training school, which was in the beginning the sole hope and stronghold of the kindergarten, is still, in many sections, holding the fort of sound training and doing the work that the public school boards of those sections cannot yet be induced to undertake.

The conclusion would seem to be that since the general body of kindergartners is destined in the future to be trained in public normal schools or universities, it is a matter for rejoicing that some of these institutions have undertaken this training and evince the ambition to make it the very best; and yet, since private kindergarten training schools are in the main of high quality and serve an important end in providing a field for initiative and experiment, these, too, are destined to maintain a permanent

place, although in comparatively smaller and smaller numbers. All of us can unite in wishing a steady advance in number and attainment to the public training schools, and quick failure to all slipshod, inefficient training classes, whether public, private, or belonging to an association.

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MAY THE COURAGE OF SAINT TERESA fall upon all kindergarten training teachers as they decide this year which persons among the applicants for kindergarten training they will take the responsibility of preparing for the work of the kindergarten. Saint Teresa of Cepeda, Spain, took every possible care to select the proper persons as inmates of the houses that she founded, and used the greatest courage in putting aside other petitioners. She declared that "if the world should go to pieces" she could not be made to take a person whom she thought unfit!

RIGHTFULLY CHARY in the expenditure of its funds, the N. E. A. has this year made among its appropriations three that call for special approval. These are the \$1,500 to defray the expenses of a committee headed by Carroll D. Wright, United States Labor Commissioner, to investigate the financial status of teachers throughout the country; \$1,000 to carry on the work of agitating for a

better support of the United States Bureau of Education; and \$750 to investigate contemporary education.

The work of our own Committee of Fifteen, appointed by the I. K. U. at Pittsburgh last April, to formulate contemporary kindergarten thought, is somewhat in line with the work of this last committee, and the results obtained may be of service to the committee of the larger organization.

The better support of the United States Bureau of Education and its elevation to the rank of a Department are paramount matters, and ought to be striven for zealously by the N. E. A. No work could at this moment be more proper for it to undertake. A Herculean organization, it can be set to Herculean tasks. The money to be spent is not much; the effect on public opinion will probably be widely felt.

As for the authorized investigation regarding the financial status of teachers throughout the country, who that has given any attention to the subject of comparative salaries for various kinds of work can fail to agree that teachers' salaries are on the average shamefully low and that better conditions ought to be struggled for? All that Mr. William McAndrews says on this topic is most convincing, and lively enough to be enjoyed as mere reading. He is a loyal knight in this cause,—may he live long and prosper!

Let us take as an example of some of our poor conditions with respect to teachers' salaries in the state of South Carolina. *Southern Education*, the organ of the Southern Education Board, made the following statement in one of its issues:—

"The average salary of a white teacher in South Carolina last year was \$195.28. It is said that the average cook in Charleston and Columbia receives something like \$200 a year. The girls who fill the bottles in the State Dispensary at Columbia with liquor get \$300 a year. Yet there is a higher standard of living expected of a teacher than of a cook, or of one who fills bottles in a dispensary."

Some one has said that in our present state of development we have "dollars for appetite, dimes for education, and pennies for religion." Perhaps this is "ower true," but we are still developing!

HERE is a quotation about teachers that is said to "explain some of them,"—some, evidently, who have settled down into being mere "day laborers" in teaching. It is acknowledged to be "a little hard," and it is hard. But, to an extent, many a teacher in her inmost soul will bear witness that the duties of teaching as now apportioned are so exacting, the responsibilities so wearing, that they do endanger her capacity for joy—any but a soberly chastened joy which might better be termed pleasure or satisfaction.

To have joy in one's work is not enough. That can, in itself alone, be

narrowing to the human being, whose birthright is not only this great joy but many others—the joy of being, of friendships, of kinships, of freedom to live, learn and love in countless ways outside of the school world. The quotation reads:—

"Their education has not consisted in the acquiring of a state of being, a condition of organs, a capacity of tasting life, of creating and sharing the joys and meanings of it. Their learning has largely consisted in the fact that they have learned at last to let their joys go. They have become the most satisfactory scholars, not because of their power of knowing, but because of their willingness to be powerless in knowing. When they have been drilled to know without joy, have become the day laborers of learning, they are given diplomas for cheerlessness and are sent forth into the world as teachers of the young."

Turned right side about, the sum and substance of this is, for teachers (and a good many others in the world!): Hold fast to joy. Do not let it get crowded out of your life by an overplus of labor and care. Possessing the power of knowledge, help others to gain knowledge with joy. Create joy and share it.

In speaking of the teachers gathered together at the last N. E. A. convention, a Boston writer said that "the mark which betrayed their calling was an indefinable look on their faces—a combination of patience, intellectual ability and high purpose." And this, rather than the joylessness of the day laborer, is the truer and more general badge of the American school teacher.

DECLARATION

MADE BY THE NATIONAL EDUCATIONAL ASSOCIATION, BOSTON, MASS., JULY 10, 1903.

The members of the National Educational Association, assembled in their Forty-second Annual Convention, make the following

DECLARATION.

1. The United States Bureau of Education has amply proved its usefulness to the nation. Its publications are standard works of reference for school officers and teachers everywhere. The Bureau of Education should be made an independent administrative department, such as were the Departments of Agriculture and of Labor before their elevation to Cabinet rank. Sufficient appropriations should be made by the Congress to enable the Commissioner of Education to extend the scope and add to the usefulness of his work.

2. The condition of affairs in the Indian Territory, where fully three quarters of the population are reported as being without schools for their children, demands the immediate attention of the Congress. Provision should be speedily made by which the people of the Indian Territory will have power to establish and carry on a system of public schools so that all classes of citizens in the Indian Territory may have the educational opportunities which are enjoyed by

their fellow citizens in other parts of the country.

3. Teaching in the public schools will not be a suitably attractive and permanent career, nor will it command as much of the ability of the country as it should, until the teachers are properly compensated and are assured of an undisturbed tenure during efficiency and good behavior. A large part of the teacher's reward must always be the pleasure in the character and quality of the work done; but the money compensation of the teacher should be sufficient to maintain an appropriate standard of living. Legislative measures to give support to these principles deserve the approval of the press and the people.

4. The true source of the strength of any system of public education lies in the regard of the people whom it immediately serves, and in their willingness to make sacrifices for it. For this reason a large share of the cost of maintaining public schools should be borne by a local tax levied by the county or by the town in which the schools are. State aid is to be regarded as supplementary to, and not as a substitute for, local taxation for school purposes. In many parts of the United States a large increase in

the amount of the local tax now voted for school purposes, or the levying of such a tax where none now exists, is a pressing need if there are to be better schools and better teachers.

5. The highest ethical standards of conduct and of speech should be insisted upon among teachers. It is not becoming that commercialism or self-seeking should shape their actions, or that intemperance should mark their utterances. A code of professional conduct clearly understood and rigorously enforced by public opinion is being slowly developed, and will, doubtless, one day control all teachers worthy of the name.

6. It is important that school buildings and school grounds should be planned and decorated so as to serve as effective agencies for educating not only the children but the people as a whole in matters of taste. The school is becoming more and more a community center, and its larger opportunities impose new obligations. School buildings should be attractive as well as healthful, and the adjoining grounds should be laid out and

planned with appropriateness and beauty.

7. Disregard for law and for its established modes of procedure is as serious a danger as can menace a democracy. The restraint of passion by respect for law is a distinguishing mark of civilized beings. To throw off that restraint, whether by appeals to brutal instincts or by specious pleas for a law of nature which is superior to the laws of man, is to revert to barbarism. It is the duty of the schools so to lay the foundations of character in the young that they will grow up with a reverence for the majesty of the law. Any system of school discipline which disregards this obligation is harmful to the child and dangerous to the state. A democracy which would endure must be as law-abiding as it is liberty-loving.

NICHOLAS MURRAY BUTLER

of New York, Chairman.

ANDREW S. DRAPER *of Illinois.*

JAMES M. GREEN *of New Jersey.*

BETTIE A. DUTTON *of Ohio.*

H. B. FRISSELL *of Virginia.*

Committee on Resolutions.

"OF course Indian men won't work!" Whoever believes that, should know that quite a number of Navahoes recently walked ninety miles to get a chance "to handle a shovel at \$1.10 a day" on the new irrigating ditches.

—*The Indian's Friend.*

EARL BARNES ON THE PROBLEMS OF INFANCY.

REPORTED BY ELISE MORRIS UNDERHILL, NEW YORK CITY.

This lecture was given by Prof. Earl Barnes in his course on the Care and Culture of Children. The course was delivered in one of the Free Lecture centers in New York city.

IF in the world of nature it is true that "as the twig is bent, the tree's inclined," it is doubly true in regard to the beginnings of life in a child as related to his growth and development. The foundations of his future, the groundwork of his mental, moral and physical health, are established in the two periods immediately before and after birth.

It is probable that, except on the physical side, pre-natal influence has been overestimated. On that side, it follows usually that a strong, healthy mother bears a strong, healthy child, and *vice versa*. Some diseases are undoubtedly inherited, as those of the blood, etc., while some, as tuberculosis, are not,—children merely inheriting a tendency to develop them.

Probably acquired characteristics are not inherited. Children are intensely imitative, and tend to copy at a very early age any mannerisms which they see constantly practiced by father or mother, as the pulling of an ear, or the squinting of an eye. Those who see a young child perform any of these imitative acts, are struck, naturally, with the thought that these must have been inherited from the

parent, not giving the child credit for the wonderful powers of imitation which he undoubtedly possesses and which explain these apparent inheritances.

A child born of musical parents does not necessarily bring into the world a talent for music; but, as the atmosphere of his home is filled with music, he may follow in the footsteps of his father and mother because of post-natal, not pre-natal influence. The children of Europe, be it said, are more apt to become what their fathers are than those of America.

To demonstrate the insignificance of pre-natal influence on moral, intellectual, and æsthetic sides, it is only necessary to call to mind the children of geniuses who have been very mediocre human beings, and, in contrast, those of ordinary parents who have been geniuses. In fact, it is more than usual for a child to revert two or three generations and to resemble his grandfather or great-grandfather more than his own parent.

Whomsoever he resembles, the likeness will be but a shadow upon the solid substance of his own individuality. Even in the presence of a baby but a few hours old, we are struck with the fact that here is a new per-

sonality, like none other that has ever come into the world,—a definite, original soul, coming we know not whence, but “trailing clouds of glory” from that unknown land where it has been biding its time until called for a space into this thing we call life, which is all we know at present, but which is surely only a sensible bridge between the two infinities, the one preceding birth and the one following death. The creation of a soul is as unthinkable as its annihilation, and the soul of a baby comes from *some-where* and is not struck into existence by the passions of its parents.

From the moment of birth, a child's life-education begins. As in training colts there are two methods,—the one in which he is never allowed to form a bad habit and the other which lets him run wild for two or three years and then breaks his spirit,—so there are these two ways in dealing with children. But the latter is so wasteful, so hard and so unpleasant, that for all concerned it is better to start right and lead a child in the way he should go from the first. If he never forms a bad habit he will never waste his energy and yours in having to break it; and it is not too much to say that the habits of thought, action and feeling which are established in infancy will affect the whole after life, and the habit of forming good habits easily is the best result of all.

The difficulty in the study of infants is that we are obliged to interpret what we see in them by our own adult minds, which have traveled so far from the infantile plane. We remember almost nothing of our lives

before our fourth year, and since the world of a baby is so totally different from ours, it is hard to imagine the processes going on in its brain. The higher the animal, the longer is the reign of infancy; therefore a precocious child is a reversion of type in the direction of the codfish.

As the world and the planets swing forever in rhythmic movements, the moon around the earth, the earth around the sun, the stars in their unchanging courses, so the life in humanity is set to measured beats which begin before birth and never cease until we die.

This fact is all important in the training of babyhood. Heart, lungs, and the blood in its flow, follow this same rhythmic law, and the whole nervous system of the baby will respond eagerly to a right amount of rhythmic stimulation.

But while a judicious use of this stimulus is a great educational training to the nervous system, its abuse is correspondingly bad, and tends to disintegrate the whole nervous organization of the child.

It is not wrong to rock a baby nor to walk with him in your arms, so long as it is *you* who wish to do it and while you are master of the situation. The harm begins when the baby demands these activities as a preliminary to his nightly sleep, for then it means that he has formed a bad habit. He must learn to go through all the ordinary functions of life, such as going to sleep, dressing, washing, etc., in a regular, orderly, habitual way, that will call for the least expenditure of energy.

The baby, from the first, gains his knowledge of the world by actually rubbing himself against it physically, —he literally tries to rub it *into* himself, to incorporate it. All his activities radiate towards his mouth. He must creep about the floor, try to climb up, fall down, roll over, and pick himself up, not once but a thousand times. He must play in the sand or dirt and be free to get as much contact as possible with things, for in this way only can he learn. As this is evidently Nature's method of teaching the child, it follows, therefore, that the starched piqué suit, white shoes and stockings, and kid gloves, which make up the costume of the ordinary well-to-do child, are as real a barrier around his soul as though he were inclosed bodily in a barbed wire fence. His personality cannot expand, for it is only by actual world-contact that he grows out into the world about him. There are those who criticise creeping as a makeshift, and so it is; but, like all makeshifts, it is good in its place and should only serve to lead to the higher activity of walking. As movement becomes more coördinated, the child should learn to dance, which is a pure æsthetic pleasure.

There is a question as to whether it is good to let a child cry. In regard to this, it may be said, that on the physical side the exercise is not bad, but since the accompanying mental state is irritation and anger or at least distress of some kind, and since this sets the nervous system into a jangling discord, it produces an effect on the child's character that is

destructive in its tendency and in opposition to the one we are trying to produce, which is, of course, a harmonious development.

With regard to the intellectual development of the baby, it is probable that the sense of taste comes before birth. Sounds affect him almost immediately after birth, while sight does not develop until later. In animals this sense of sight is protected at birth, and many are born blind. At first the baby's eyes do not work together at all, all children being cross-eyed for a while. It is an extremely complex process to focus both eyes alike, and it is one which takes some time to accomplish. It is also hard to make a baby look at anything some distance away (as out of a window), the probabilities being that he only sees a few feet in front of him for a long time. But by far the most important of all the senses is that vague, indefinite, all-over feeling, which for want of a better name we call "muscular sense." The atmosphere of a child's home, the general tone of his environment, his food, clothes, toys, not one but all, go to make up those feelings of good or ill which have such a powerful effect on his character and which prove to be the impressions that remain fixed in his memory.

In the bringing up of a baby, there are four things to be observed which may be called a prescription for the education of infancy. These are:—

- 1st. An atmosphere of deepest love,
- 2d. A simple material setting,
- 3d. Constant attention to formation of good habits,

4th. Unfailing obedience.

Without the first of these, that ending love which should surround every soul that is starting on its life journey, no child can develop into adequate relations with the world in which he finds himself. In the lack

this personal, intimate, mother-connection lies the tragedy of the foundling home and the orphan asylum. None is the best place for a child till he is five years old,—that is, a good home, which means one where there is more than one child, for a one-child home is not a complete one. If it is his misfortune not to have any brothers or sisters, send him to a good kindergarten, and it would also be a good plan to bring into the family some child from outside who is in need of home care and love.

The second part of the prescription deals with the material setting for boyhood, which should be of the simplest. Give him a few toys, and make not elaborate. Travel is bad for a young child; it does not educate

him, as many people imagine it does, and his recollections of it in later years are only unimportant fragments. It is also disintegrating to his nervous system, and is totally opposed to the formation of those regular habits which form the third item of the prescription. Every day of a baby's life should be regulated to run as steadily and evenly as possible. His periods of eating, sleeping, going out to walk, etc., should be observed with such regularity and precision that this training in good habit-forming will last for the rest of his life.

Last, but not least important, is that part of the prescription which would teach the baby unfailing obedience. All who are in the world must obey some one or something, and this absolute obedience is the starting point for all moral and social growth. The child must learn to obey his parents unquestioningly, for without this attitude of mind he will become a menace to society and a burden to himself.

HAVE you ever considered the fact that in those states of this Union where there is the greatest ignorance there you will find the wage-earning value of the man the least? The laborer, or hand, as the world has correctly called him, who is able to dig a ditch is worth perhaps 50 cents per day; train him until he knows something of the laws of drainage and is able to think for himself without requiring constant direction, and he is easily worth twice as much; train him still further, until he knows the laws of surveying or civil engineering, and his services command just as readily five dollars a day, or more. A ton of iron is worth \$20 per ton; made into horseshoes, \$80; into knife blades, \$200; into watch springs, \$1,000. That is, in the last case,—raw pig iron \$20, and brain power \$980.

—Supt. M. L. Brittain, Fulton Co., Georgia.



THE ST. LOUIS PLAY FESTIVALS.

BY JENNIE C. TAYLOR, ST. LOUIS, MO.

EVERY spring, either as a May day or Froebel's birthday celebration, the St. Louis kindergartners have a play festival. This happy custom was inaugurated at the time of the I. K. U. meeting in St. Louis, in 1897. Being then found too good to give up, these annual meetings were continued and are considered by Miss Mary C. McCulloch, the genial supervisor, as well as by the kindergartners of that city, to be a social welder of no small value. Who does

not experience a special flash of pleasure in after meetings with acquaintances made during a time of gladness and abandon? It is a strong bond, the bond of a common joy. The last play festival marked the close of the fifteenth year of the St. Louis Froebel Society and a description of it may be given as typical of all. The kindergartners, about three hundred in number, gathered in the beautiful hall of the Union Club, which gave plenty of space for playing their char-

acteristic games freely. The platform, as may be seen in the picture, was lavishly decorated with palms and other effective plants. Most of these, as in previous years, were loaned by the Shaw Botanical Gardens. The hanging vines at the front were the offering of a generous city florist. The picture seen on the easel is that of Mrs. Clara Beeson Hubbard, a St. Louis kindergartner in the early days, whose *Merry Songs and Games* was one of the first American song books for the kindergarten.

On the stage were the musicians and the guests, the latter including members of the school board, principals of schools, and primary supervisors. The guest of honor was Miss

Elizabeth Harrison of Chicago, who on the previous afternoon had addressed the St. Louis Froebel Society on Some Phases of the Evolution of Kindergarten Work. Soon after the hour appointed the hall was filled with an animated throng, knit together by a common thought, feeling and purpose, whose inspiration was the little child. After an hour of social intercourse, a call to form in line was sounded by the musicians, and the little army of educational soldiers, as it marched around the room past the place where Froebel's portrait stood, paid their allegiance to that great first kindergartner.

After the march the company formed itself into concentric rings, when songs and games appropriate to



the day and season followed. Among the games was the one which the kindergartners are playing in the picture, *In the Hedge*.

When the games and songs had been enjoyed for quite a time the kindergartners settled quietly down to hear from Miss Harrison the story of *The Line of Golden Light*, a story which made them feel the power and beauty of an unselfish act.

Miss McCulloch then, in her happy way, brought to mind the fact that the year which marks the centennial of the Louisiana Purchase is rich in anniversaries of events important in the educational progress of St. Louis,—the fiftieth year of the high school, the fortieth year of Mr. F. Louis Soldan's connection with the St. Louis public schools, the twenty-fifth

year of the existence of the Teachers' Mutual Aid Association, and the fifteenth year of the St. Louis Froebel Society.

The kindergartners presented to Mr. Soldan forty American Beauty roses in token of their appreciation of his coöperation as a sympathetic friend and leader.

Opening out from the great hall of the Union Club is a handsome refreshment room to which the kindergartners and their guests repaired at the close of these exercises. Here they were ministered to by the refreshment committee, and soon the play festival was over; but it had promoted the feeling of fellowship and good will, and had left happy memories that would linger long in the minds and hearts of hostesses and guests.

A KINDERGARTEN PROGRAM BASED UPON ENVIRONMENT.

BY HILDA BUSICK, NEW YORK CITY.

A KINDERGARTNER understands the necessity for simplicity in the kindergarten as she gains deeper insight into child life. Realizing how few are the experiences the child has had, she feels that she must lead him to a plane next higher than that on which he stands, by means of objects with which he comes into daily contact and which are naturally interesting to children.

With this principle in mind, a fall

program was arranged from the starting point of the child's interest in the kindergarten room and its furnishings; a simple, natural progression led gradually to the enjoyment and understanding of the Thanksgiving festival.

The first step was for all of us to become acquainted with each other. This we did by recalling and illustrating on the sand table the summer's experiences, such as the delights of

the pail and shovel in the sands at Rockaway and Coney Island, playing house under the trees in the country or in a city park, or listening to the band and fishing with pin hooks at the Recreation Pier. As the children reviewed these happy times together, the strangeness of the new place, the kindergarten, wore off. Meanwhile, the home, the members of the family and their work and love for each other, were referred to but not dwelt upon enough to create a longing which could not be gratified until the morning was over.

Before many days it became a pleasure to the children to return each morning to the kindergarten family, a very interesting member of which proved to be the doll.

Among our first occupations was the making of a doll's house from a large packing box. Simple furniture was made with blocks, paper boxes and clay; a grape basket, by the addition of wooden rockers, was changed into a cradle, and a box, by adding an axle and two wheels, into a cart. These objects were made by the children. Every morning different members of the kindergarten family dusted this house and set it in order for the day. The furniture underwent many changes as the children became more skillful.

The need of toys in the kindergarten has been recognized,—toys which give an outlet to the child's natural activity. Hence, into our Morning Circle came horse reins, balls, and a Noah's Ark, with all its animals arranged in double file across the floor. These animals were a great delight to

the children, and it was interesting to see the care with which they were returned to the "house-boat." Horse reins were made by knotting pieces of macramé into each other; balls were made of clay and worsted, animals of clay and by tearing paper; paper boxes with bars of peas-sticks made very good cages. As many children had visited the "Zoos" in the parks such cages were familiar.

The next point of departure was the interest in animal life. A canary bird was brought to kindergarten, and her morning bath was eagerly watched. Her cheerful chirping was a joy to all, and many of the children imitated it so well that we were frequently deceived.

But more fascinating than the bird were the occupants of the aquarium. Several of the children had accompanied the kindergartner when these were obtained. For many days after this trip, pictures of snail shells, fish, and queer looking polliwogs appeared on the blackboards, and during free play snail shells were made by groups of children until the observer grew dizzy at the sight.

In the terrarium there were caterpillars which spun against the glass before our wondering eyes. A grasshopper and spider lived happily there for a while also, all giving us material for songs, games and work.

The specimen cabinet was the next ground for exploration. Sometimes its doors were open and the children feasted their eyes upon or held carefully in their hands the birds' nests, the nuts, the Indian's boat and tent, the shells, the pretty stones and other

interesting objects. Often these objects were brought into our Morning Circle, and then during the day were left in plain view upon the tables.

From the nests in the kindergarten the children were led to notice the nests on the hill opposite the school-house and in the more distant park. They learned that many of these nests had been made by the sparrows for whom they scattered crumbs on the kindergarten window sills. Occasionally these friendly sparrows had a taste of the canary's seeds.

As the fall advanced, the canary came no more to the kindergarten, since the weather was too cold for her to be carried back and forth. Then the children learned that other birds whose pictures they had gradually been observing on the walls of the kindergarten, must hurry away from our cold winter climate to a land where warmth and seeds and worms are plentiful.

The nuts in the cabinet, with fresh ones purchased when we were out on our kindergarten walks, were taken by a group of children and fed to squirrels in Central Park.

We had our own little oak and maple tree shoots, and the leaves falling from these led to an understanding of the use of leaves as a covering for the roots during the winter.

Our room, its furniture, pictures, cabinet, etc., had by this time become quite familiar, and a good foundation had been laid for the observation of other parts of our school building.

A visit was made to the large hall during the morning assembly of the school, and to several class rooms as

well. When we returned to the kindergarten the children recalled all they had seen and heard: the desks, chairs and piano differing from our own, the large number of children, the noise made by the lowering of the seats, the singing, the "pointing to the flag" (the salute), the pictures, plaster casts, and plants; and the friendly greeting from the children as we entered the class rooms. Nothing seemed to have escaped them, and the eager tongues were ready to talk and the eager hands to give expression through kindergarten material to the impressions which had been received.

Several cold days made the steam heat very acceptable in our room, and many times we were surprised by the clicking in the pipes; consequently we went to the engine room on an observation tour. The children were interested in the great piles of wood and coal, the shovels and brooms, the glowing fire, the "clocks that tell the man how much steam to send up," the large iron bucket that carries the coal from the street, and the pulleys and chains by which the bucket is moved. The janitor accompanied us and pointed out those objects which had proved interesting to classes of former years. The children discovered that the janitor had much work to do, and that to him and his assistants was due the cleanliness of the entire building—rooms, halls, stairs and windows—as well as the heating of it. On returning to the kindergarten the experiences of our trip were recalled and a happy and busy time was spent in making representations of many of the objects seen.

These visits gave the children an idea of the relation of the other pupils to the order and quiet which prevailed throughout the school, and they understood that they also had a part to play in the school-world bounded by the walls of this large, beautiful new building with its well-lighted, well-furnished, sunshiny, cheerful rooms, and its healthful conditions everywhere. We walked around the building, looked up to the flag at the top, and in imagination paid a visit to the roof. A few of the children knew that "if we really went up we could see Grant's Tomb." A photograph of the school building helped the children to form quite an idea of the building as a whole.

By the middle of October they were prepared to extend their observations, and from the four large windows of the kindergarten room had an opportunity to watch the felling of a tree. This was an unexpected treat, and interrupted our regular work for some days. Parts of the tree were brought into our room; the top of the tree was placed in our sand table and reached quite to the ceiling. One of the children found an empty chrysalis still clinging to one of the branches, and this led to our suspending a number of cocoons from another branch. We placed nests in crotches, being sure, like the birds, to select the safest ones. We sang of the birds that had gone to the South. In the games, the squirrels found imaginary holes in the trunk for their nuts. The smaller twigs made a forest in the sand table; the woodman selected and cut down the best of these miniature

trees, and sent them to the sawmill; and with the aid of kindergarten blocks we worked out the sequence from the tree to the furniture in our room. We made pictures of the tree with chalk, crayon and water color; we saw how part of its trunk could be used for the pole of one of our bird houses, and sang of The Little Brown Sparrows. All of this was much enjoyed by the children, and was expressed by them repeatedly on the blackboard, and with their blocks.

From our windows we also observed the passing vehicles, the street cleaners, the mounted police and the policemen who help the children at the crossings. The mounted policemen in pursuit of a runaway horse was a game played many times and with much enthusiasm. The "runaway" was always quickly caught and no one was hurt!

Several stores were also in view from our windows, and in our walks we examined these and the markets more closely. We went into the grocer's and bought vegetables and fruit; these, on our return to the kindergarten, were placed in a box which, when the proper time came, was easily transformed into a barn with two compartments. Best of all, we purchased a pumpkin which we made later into a Jack-o'-lantern.

We learned that the farmer raised other vegetables and grains besides those that we had bought. With the aid of a stalk, several ears of corn and some husks, we made a corn field in our sand table. We gathered the ears of corn, shelled a little, and ground a few kernels in a coffee mill;

this gave a slight idea of the miller's work. The connection was more deeply impressed when the children took home corn meal, had it cooked, brought it back and ate it in the kindergarten. Perhaps the crowning delight was the making of the loaf of bread. What hard work it was to stir the dough, what "a queer noise" it made, how "nice" the yeast smelled! It was n't "white like the flour." Then there were "holes in the dough." How long it "stuck to the spoon"; and what "a round little loaf" it finally made! The loaf was covered at last with a cloth and placed near the heater, and everybody saw how the yeast made it rise. One of the children took the loaf home and had it baked. When she brought it the next day, we did not eat it ourselves (although we had not forgotten the salt!) because the dough had been chilled and had become tough; but we

gave it in small doses to the sparrows. This brought us to Thanksgiving week, when final preparations were made. Corn was taken home to be popped, and brought back to be strung in kindergarten. Chains and festoons were made of cranberries, peas and acorns. With assistance from one of the kindergartners, the children made dishes of silver-leaf. The turkey in beautiful colors strutted out upon our blackboard. In imagination we packed our little trunks, boarded the train, and had a ride in the sleigh to grandma's. Such a frolic as it was! To some extent, at least, we understood the labor which entitled the farmer to his well-earned pleasure and the reason for his thankfulness, in which we city visitors joined most heartily.

"Always whatever with a child you do,
Remain in touch with its own life all
through."

RECENT LITERATURE.

BOOK REVIEWS.

THE PLACE OF INDUSTRIES IN ELEMENTARY EDUCATION. By Katharine Elizabeth Dopp. University of Chicago Press, Chicago, Ill. Net \$1.00; post-paid, \$1.10.

One of the most important contributions to educational thought of recent years is the book, *The Place of Industries in Elementary Education*, by Katharine Elizabeth Dopp, Ph.D., recently issued by the University of Chicago Press. Briefly stated, the book is an exposition of the educational philosophy of which Dr. Dewey is the exponent, in its application to elementary education,

and as such it will be welcomed by all friends of educational progress. It is a book that will have to be reckoned with, like Dr. Dewey's *School and Society*, by all who are in a position to aid in formulating educational thought and directing educational procedure.

Those who are familiar with Dr. Dewey's educational philosophy have frequently commented upon its fundamental agreement with that of Froebel. Accepting the idealistic view of life, self-expression is the keynote of his educational thought, as it was of Froebel's. That education must be based upon a study of the child's varied forms of self-expression, even Froebel did not insist on

strenuously than does he. That the child's development must be interpreted in the light of race development, both treated on alike. But that the only way for the expression of the child's activity is that prescribed by the kindergarten, Dr. Dewey does not grant. Giving a larger view of the principle of self-activity than many kindergartners recognize, the book in question will have great value, since many have failed to understand Dr. Dewey's motive in disavowing of certain phases of the form which much of the kindergarten activity is cast. The kindergarten cause has abundant reason to be grateful to Dr. Dewey in spite of his criticisms—perhaps, rather, because of them—since he has done more than he to bring about the general acceptance of its principles in elementary education. In this respect Miss Dopp's book will be of invaluable service to the kindergarten movement.

The book is not merely a reflection of Dr. Dewey's ideas. Miss Dopp is thoroughly familiar with current educational thought and educational problems, and she does her own thinking, and practical thinking at that. She is a Wisconsin woman, a graduate of the Wash (Wis.) Normal School and of the University of Michigan. She has been connected with the pedagogical and training departments of three high-grade normal schools within the past ten years, and her recent post-graduate work at the University of Chicago, of which the book is the outcome, is the growth of her conviction that the new educational philosophy needed to be clearly stated before its acceptance could be satisfactorily urged. The book is therefore the work of a mere theorist, though it is theoretical rather than practical, and it is this fact that gives it its value.

The book will be of interest to kindergartners for several reasons. In the few chapters the author gives a valuable résumé of the main facts in race development. In view of Froebel's acceptance of the so-called "Culture Epoch theory," it is strange that the study of development has not occupied a larger place in kindergarten thought. The theory had not gotten sufficiently advanced in the stage of glittering generalities in Froebel's time to yield much that could serve as a guide to educational procedure, but the scientific researches

in biology, anthropology, and psychology during recent years have furnished data of the greatest value. It would be difficult to find anywhere else as much information in so small a compass as Miss Dopp has condensed in these few chapters, and it is fresh information, culled from the most recent researches, and all admirably organized. No one who wishes to be up-to-date educationally can afford to miss reading this book.

But of even greater interest is the discussion of the stages in the child's development, given under the heading Practical Applications. The author shows a most admirable insight into the attitudes and interests of the child during the periods of infancy and early childhood,—the period usually covered by the kindergarten,—as well as during the later period. In the reviewer's judgment this is by far the best presentation of the subject that has yet appeared. The kindergartner will rejoice in finding the general principles of kindergarten so thoroughly indorsed and justified, but it will set her to thinking along new lines.

There is one thought which Miss Dopp has dwelt upon with emphasis, and this the kindergartner as well as the grade teacher needs to consider, and that is the fact that the child's *attitude* toward a thing determines its effect upon him. There may be the *form* of work or of play without the legitimate results, because the proper attitude is lacking. The kindergartner too often forgets that going through the form of play is not necessarily playing, nor will it yield the results of playing, in the real sense. Play, like work, is of the spirit. Because the play of the kindergarten has become so highly organized as a system, the kindergartner is in danger of making play an external thing, imposing it upon the child from without, instead of evolving it from within. It is needless to say that this is a violation of Froebel's fundamental principle of self-activity, and that by it the child is tacitly assumed to be passive and receptive only. It is because of this danger of mistaking the form for the reality of play that Dr. Dewey's followers place less stress than do others upon the customary forms of kindergarten procedure. In this respect, as in many others, Miss Dopp's book cannot but bear the fruit of a corrected educational practice.

The Place of Industries in Elementary Education is not a book to be read on a summer afternoon; it is too thoroughly scientific to be easy reading. It is a book for serious study in educational clubs and classes, but it will yield ample results in educational insight to those who give it the thought which its importance demands.

NINA C. VANDEWALKER.

THE STORY IN PRIMARY INSTRUCTION. Sixteen Stories and How to Use Them. By Samuel B. Allison and H. Avis Purdue. A. Flanagan, Chicago, Ill. \$0.60.

Both of these titles belong to the one book, but the second seems to be the best known. The contents comprise an introductory discussion (thirty-four pages), and sixteen illustrative stories, with schemes for the treatment of the stories in the schoolroom. The main topics in the discussion are: The Story in Primary Instruction, The Selection of the Subject Matter, The Problem of Correlation, and Suggestions. The authors state emphatically that the stories are not meant just to be told and enjoyed, but are to be used as instruction material, as centers of correlation in the first school year. They are to furnish points of departure for nature study, and subject matter for expression through language, drawing, construction work, etc. The method of presenting the stories is based on Herbart's Formal Steps.

We confess to a preference for allowing the children an unanalytical enjoyment of their folk tales and fairy stories in the first primary grade, and for finding the point of departure for nature study in natural objects in the children's own environment rather than in the objects casually mentioned in the stories. Would not such treatment of the story as is indicated here have the same effect upon the children that too much parsing and formal study of certain noble poems have had upon older pupils?

HERO STORIES FROM AMERICAN HISTORY. For Elementary Schools. By Albert F. Blaisdell and Francis K. Ball. Ginn & Company, Boston, Mass. \$0.50; postage \$0.10.

These historical narratives are well calculated to whet the desire of young readers to read more concerning the heroes and dramatic events that are here

briefly told of; but they will contribute even more surely to the admiration of heroism, to the love of country, and to an appreciation of the price that was paid for liberty during the first fifty years of our nation's establishment. The stories are arranged chronologically and are intended for pupils of the sixth and seventh grades. The good print is a credit to the publisher, and the book is bound in a suitably substantial fashion for its use as a school reader.

BOOKS RECEIVED.

CONSULADO DEL PERU, SOUTHAMPTON, ENG. Map of Peru.

RICHARD G. BADGER, BOSTON, MASS. The Mothers. A Dramatic Poem. By Edward F. Hayward. \$0.75.

EDUCATIONAL READINGS FROM RECENT PERIODICALS.

THE STIMULUS GIVEN TO EDUCATION (IN GERMANY) BY PESTALOZZI AND FROEBEL. By Prof. D. Zimmer. SOME NOTES ON CURRENT OBJECTIONS TO THE KINDERGARTEN. By Fanny Franks. Child Life. July (English Quarterly).

"LABORATORY" FOR STUDY OF ABNORMAL CLASSES. By Dr. W. T. Harris. Sanitarian. August.

THE BIBLE IN PUBLIC SCHOOLS. By Herbert W. Horwill. Atlantic Monthly. September.

THE WIFE OF A PIONEER. A TRIBUTE. By Hamlin Garland. Ladies' Home Journal. September.

A NATIONAL TYPE OF CULTURE. By Benjamin Ide Wheeler. Atlantic Monthly. July.

OUR PUBLIC EDUCATION IN MUSIC. By Louis C. Elson. Atlantic Monthly. August.

THE DEMOCRATIC EDUCATION OF THE MIDDLE WEST. By Frederick J. Turner. The World's Work. August.

EDUCATIONAL PROGRESS IN VIRGINIA. By H. B. Frissell. South Atlantic Quarterly. July.

THE STIMULUS GIVEN TO EDUCATION IN GERMANY BY PESTALOZZI AND FROEBEL. By Prof. D. Zimmer. SOME NOTES ON CURRENT OBJECTIONS TO THE KINDERGARTEN. By Fanny Franks. Child Life, London. July.

NEWS ITEMS.

A unique project in Columbus, Ga., where capital and organized labor join hands, is attracting much attention. The central Federation of Labor, composed of the representatives of all the labor unions of Columbus and of the Alabama suburbs of Phenix and Girard, is planning with the aid of George J. Baldwin, a prominent Savannah capitalist who has extensive interests in Columbus, to start a kindergarten for the children of the working population; and this, so far as is known, is the first attempt made anywhere by trades unions to promote an educational idea.

Miss Faye Henley has been appointed director of the kindergarten in the Oshkosh (Wis.) Normal School. Miss Henley is a graduate of Mrs. Hailmann's Training School, and she has taken advanced work at the New York Teachers College. She has had successful experience both as a kindergartner and as a primary teacher in La Porte, Ind., and in Newark, N. J.

Miss Laura Stowitts, who conducted a successful kindergarten on Deer Hill avenue, Danbury, Ct., during the past year, has taken a position as kindergartner in Westfield, N. J. Miss Lillian G. Hatch of New Milford succeeds Miss Stowitts in Danbury.

A garden fête for the benefit of the Milwaukee (Wis.) Mission free kindergarten was given September 10. It is hoped that more mothers' clubs and boys' clubs will be established this fall and \$50 is needed to defray the expenses of each club.

Miss Maud Lindsay of Tuscumbia, Ala., author of *Mother Stories*, made a pilgrimage to Boston this summer to take charge of the vacation kindergarten of the Elizabeth Peabody Kindergarten Settlement. She attended some of the meetings of the N. E. A., and both there and at the Elizabeth Peabody House

several of the local and visiting kindergartners had the pleasure of making her personal acquaintance.

Miss Ada Roope of Revere, Mass., has been appointed principal of a kindergarten in Marblehead.

The Davenport (Ia.) Kindergarten Association looks forward to the fourth year of work, which is beginning with more general recognition of the value of kindergartens and better conditions for the practical work carried on by the association. The kindergarten opened September 8 in the new quarters in the Grand avenue school building, under the direction of Miss Hertha Petersen.

At a recent meeting of the executive committee of the New York University, decision was made in regard to the establishment of a college extension course in the down-town district, to which women are to be admitted. This new department is established for the purpose of giving a chance of college education to men and women who either are, or expect to be, teachers. It is intended primarily for the benefit of graduates of normal schools who have not college degrees, and, secondly, for the purpose of adapting college courses to the needs of those who wish to study to be teachers. Unlike the courses of the school at University Heights, this new departure of the university will admit women among its students. The course will be given in the University building, Washington square, beginning October 1, sixteen of the regular professors of the university being in charge of the courses. The lectures will be given for the most part between three and six o'clock in the afternoon, or at eight o'clock at night. Among the new appointments in the faculty of pedagogy which have been made since the closing of the school year is that of Miss Caroline T. Haven, on Kindergarten Methods.

Miss Cora Webb Peet, who for the past five years has had charge of the kindergarten normal department in The East Orange School, has severed her connection with that institute and will open her own training school at No. 16 Washington street, East Orange, September 23. Miss Peet will have a model kindergarten in connection with the training school.

Nearly \$3,500 has been subscribed for a new building at Galesburg, Ill., which is to be the permanent home for the Free Kindergarten Association. Continental brick and Bedford stone will be used in construction of the new building. The dimensions are 38 x 58 feet, and it will contain two stories, a high basement and a spacious attic.

Fifteen additional kindergartens and twenty manual training centers are to be opened in Chicago this fall.

At the closing of the vacation kindergarten at Waltham, Mass., a "Fathers' Night" was held, fifty invitations having been sent out. The room in which the exercises were held was neatly trimmed with Japanese lanterns and strips of paper chains made by the children, while around the room were other specimens of their work. An informal reception of half an hour was followed by an interesting program consisting of vocal solos, duets, readings, and a short address on The Need for a Public Kindergarten, by Mrs. Selma Berthold of Cambridge, who had charge of the vacation classes.

At a special meeting of the Toledo (O.) Board of Education, provision was made for the opening of two more public kindergartens. These will be located in East Toledo, one in the Baptist mission on Industrial Heights, and the other in the East Side central high school building.

Grand Rapids is doing a fine work toward the musical cultivation of its citizens through the annual May festivals that it holds. The first half of the festival program consisted this year of choruses sung by the seventh and eighth grade pupils of the various public schools of the city, the pupils in this way enjoying the opportunity of comparing the work of the different classes. Their songs were characterized by youthful brightness and by their fine quality formed a suitable introduction to the musical treat which

followed. The second half of the program was devoted to the rendering by professional musicians of standard or classical works, thus giving the children the advantage of hearing the works of great composers ably interpreted.

Miss Alma L. Binzel, director of the kindergarten in the Milwaukee State Normal School for the past seven years, has resigned to take a course of study at the Teachers College, New York. Her position will be filled by Mrs. Maud B. Curtiss, who has had charge of the kindergarten in the Oshkosh (Wis.) Normal School the past two years. She is a graduate of the New Britain (Ct.) Normal School, and has taken advanced work at the Teachers College. She has had successful experience in kindergarten and primary work.

A kindergarten was opened at Wylam, Ala., September 14.

NEW YORK CITY EXAMINATION FOR KINDERGARTEN LICENSE.

A written examination of applicants for license as kindergarten teachers in the City of New York will be held by the Board of Examiners on Wednesday, October 7, and Thursday, October 8, 1903, beginning at 9 A. M., at the hall of the Board of Education, Park avenue and 59th street, borough of Manhattan; and an oral examination for such license will be held at the call of the Board of Examiners.

Persons at least eighteen years of age and less than thirty-five years, who are eligible in accordance with the following requirements, will be admitted to the examination.

To be eligible for license as kindergarten teacher, the applicant must have one of the following qualifications:—

(a) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination; and the completion of a satisfactory course of professional training of at least two years, one of which has been devoted to the principles and practice of the kindergarten.

(b) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination; and the completion of a satisfactory course of professional training.

ing of at least one year in the principles and practice of the kindergarten, followed by two years' successful experience in kindergarten teaching.

NOTE.—Applicants about to complete courses of professional training, as required in sections (a) and (b) above, will be admitted to this examination.

All applicants must pass written and oral examinations embracing the following subjects:—

(a) Theory and practice of kindergarten teaching; (b) free-hand drawing; (c) singing and piano playing; (d) physical exercises appropriate for the kindergarten.

NOTE.—An academic examination will be given to candidates requiring it as indicated in sections (a) and (b) of the qualifications for eligibility above stated.

A certificate of physical fitness made after examination by one of the physicians of the Board of Education will be required in the case of each applicant. No person will be licensed who has not been vaccinated within eight years, unless the examining physician recommends otherwise.

The licenses issued under these regulations hold for the period of one year, and may be renewed for two successive years in case the work of the holder is satisfactory. At the close of the third year of continuous successful service the City Superintendent may make the license permanent.

An up-to-date map of Peru, with an interesting description of the country, will be furnished to any person sending name and address to Eduardo Higginson, Peruvian consul, 10 Canute Road, Southampton, England.

Five-year-old Irving invented a train game which he taught to the other children in the kindergarten, to their great delight as well as his. He directed that those who played it should stand one behind another, each taking hold of the coat or skirt of the one before him. Irving was the engine, and went choo-chooing around the circle at the head of the line, ringing a bell. The words, his own composition, were:—

See, the train is coming!
Hear the whistle blow!
When the tra-in gets here
We'll watch and see it go.

Miss Eva Pluss of Peoria, Ill., opened a kindergarten in Aiken in September.

The kindergarten at Bar Harbor, Me., opens this year in charge of Miss Alice Eastman of Portland, assisted by Miss Bailey.

At a joint meeting of the Board of Education and the Free Kindergarten Association of Michigan City, Ind., held September 3, arrangements were made whereby the public schools assume all of the kindergarten work of the city, the Board of Education employing the free kindergarten teachers, Miss Florence Couden and Miss Dorothy Armstrong, and also purchasing the supplies belonging to the Free Kindergarten Association. Eight years ago the Free Kindergarten Association was organized and it has sustained its work until the present time. Twice previous to this it has urged the adoption of all kindergarten work by the public schools, but lack of buildings and accommodation has prevented this result until now. The Board of Education intend to add two additional kindergartens by the first of January.

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Miss Ellen Wells of South Glastonbury, Ct., has been appointed a teacher in the kindergarten department of the Second North school in Hartford.

Mrs. M. J. B. Wylie, who has been on the faculty of the Buffalo (N. Y.) Free Kindergarten Association for three years, has resigned and will make her home in Toronto, Ont. The vacancy caused by her resignation will be filled by Miss Mary Watkins of the Chicago Kindergarten College, who will also be the kindergartner at School No. 52.

Miss Emily C. Cheever has charge of

the free kindergarten opened in Champaign, Ill., September 14.

Both the public and the private kindergartens at Manchester, N. H., have begun the year with bright prospects. Miss Anna Peck assists Miss Houlston at the public kindergarten and Miss Campbell and Miss Bartlett are in charge of the private one.

The Galesburg (Ill.) Free Kindergarten Association has raised \$7,000 for a building, and excavating work has begun. Soliciting for more funds is going right on.

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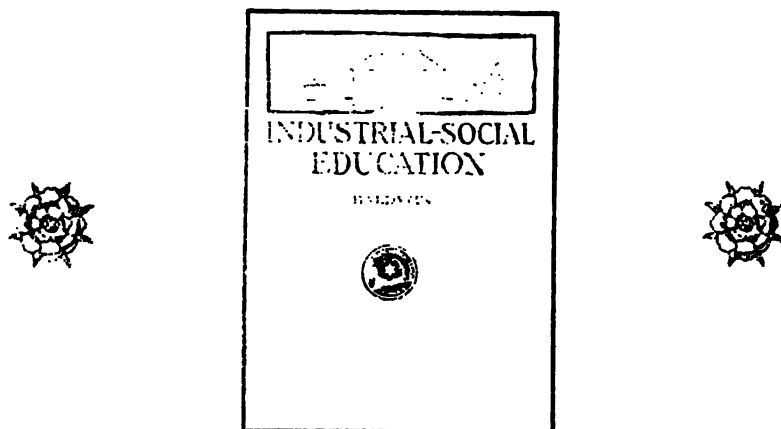
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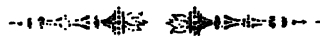
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KINDERGARTEN REVIEW

VOL. XIV. SPRINGFIELD, MASS., NOVEMBER, 1903.

No. 3.

THE PLACE AND FUNCTION OF THE KINDERGARTEN IN A PUBLIC SCHOOL SYSTEM.

BY H. D. HERVEY, SUPERINTENDENT OF SCHOOLS, PAWTUCKET, R. I.*

THE more I have studied the principles underlying the kindergarten and the more I have observed the practical results of the kindergarten as they have been wrought out in the lives of the children, in the school system and in the community at large, the more thoroughly have I become convinced of its value. I say this at the beginning so that no one may interpret what I may say by way of criticism of some kindergartens and of some kindergarten teachers as a criticism of the kindergarten itself.

No argument should be necessary at this date among school authorities to prove the right of the kindergarten to hold an honorable place in our system of public education. And this is said with all confidence, although we are ready to admit that no kin-

dergarten has reached the high ideal in the mind of Froebel and that too many kindergartens are but sad caricatures. The greatest problem confronting us is to bring the kindergarten—this latest child in the educational household—into vital and organic relation with the other members of the family. It is with this problem especially that I wish to deal.

There are several reasons why the kindergarten has stood as a thing apart. In the first place, it began as a thing apart. The first kindergartens in most of our cities began as mission centers or as private enterprises of some sort, and were generally supported by private funds. When at last they were taken into the public school fold, they were put on probation; and in many cases the term has

* Now Superintendent of Schools, Malden, Mass.

proved a long one and the issue is still in doubt. Where the kindergarten has been adopted, it has too often been regarded as a separate institution, the first thing to be dispensed with in case of financial embarrassment.

There has been something of a tendency, too, for the kindergarten teachers to hold themselves aloof. Although I am convinced that they have not intended it so, they have sometimes created in the minds of the grade teachers the impression that they had been favored by Divine Providence with a special revelation of pedagogic truth which was unintelligible to the ordinary mind.

Again, the kindergarten, like the youngest child in the family, receives special favors. It is given the largest, sunniest, airiest room in the school building; it is given expensive and elaborate equipment; the hours are shorter, the numbers to a teacher are smaller, and the conditions for good work are altogether more favorable than elsewhere in the schools.

In view of all this, the grade teacher with her forty or fifty pupils, her longer hours, and her meager equipment, sometimes has a vague feeling that she has been discriminated against. It is not to be wondered at that at times she is inclined to be somewhat critical, especially if she receives children from a kindergarten where the teacher mistakes a soft sentimentality for love, license for freedom, and self-will for originality, and the children, in consequence, prove to be pert, restless, impatient under restraint, and disobedient.

Under such conditions hardly to be blamed if she questions the practical value of the kindergarten, notwithstanding fine theories and expensive equipment.

Such, in my judgment, are some of the causes which have kept the kindergarten from becoming an organic part of the school system. An important question is, How can a greater degree of unity be attained?

In the first place, the kindergarten teacher must get over the idea that she belongs to a privileged class. She is therefore entitled to more consideration than her fellow-teacher. She has a glorious field to work in, and she is working in it with zeal and devotion, and has accomplished marvelous results; but she must realize that she can do her best work only when she looks beyond her own border. She must view the whole field of education, and especially must she consider the conditions existing in the first grade, so that she may be able to prepare her children to meet the conditions of the next grade. She should visit frequently the grades above her own. She should be ready to assist in songs and recitations in the afternoon in the first and second grades,—out of doors in favorable weather, otherwise in the kindergarten room. She should be kind and willing to assist the first and second grade teachers in taking their children into the country for lessons. In every way possible she should show that her interests extend beyond the walls of her

kindergarten. She should recognize that at present the ordinary primary teacher is working under difficult conditions and she should stand ready, as opportunities offer, to lend a helping hand.

On the other hand, the primary teacher, especially the first grade teacher, should know the aims of the kindergarten and the methods used to reach those aims. I hope the time will soon come when every normal school girl intending to teach in the primary grades will be required to take at least a partial kindergarten course. One of the most satisfactory things I ever did was to take up the study of the Education of Man with all my teachers. Teachers of every grade found help and inspiration in it. The teachers above the kindergarten ought to know how profoundly their grades have been influenced by the kindergarten and how great their debt is to the kindergarten. In my own city, conditions in the first grade are constantly improving, and I believe that this improvement is largely due to the influence of the kindergarten. The course is saner, the hours are shorter, the average number of pupils per teacher is constantly decreasing. Ten years ago in Pawtucket the average number of pupils per teacher in the first grade was thirty-nine, five years ago it was thirty-three, and to-day it is thirty-one.

So much for what the teachers themselves can do to bring the kindergarten into vital union with the school system. And I believe that more can be done by them than by all

other agencies combined. Yet there are certain important questions which must be passed upon by the school authorities before the kindergarten can become fully adjusted.

Two years ago I took occasion to ascertain certain facts in regard to the status of the kindergarten in seventeen representative New England cities and ten large cities outside of New England. In scarcely a city did I find that it was possible for all children of kindergarten age to receive kindergarten training. If kindergartens are worth supporting at all, ought we not to provide enough of them, so that their advantages may be enjoyed by all children? I found that children were admitted to the kindergarten at almost any age, were allowed to remain in the kindergarten almost any length of time, and were admitted to the first grade at almost any age. All this seems to indicate that we have not yet arrived at any very firm belief as to the precise place which the kindergarten should occupy or as to the precise work which it should accomplish. I think that we could not do a better thing than to see if some agreement in regard to certain fundamental points upon this vital question could not be reached.

We hear frequently about the gap between the kindergarten and the first grade. The more I have studied the question the more I have become convinced that there need be no gap. Wherever a gap exists it is generally because children are admitted to the first grade too early. In my opinion, the greatest waste of energy, time and

money that can be found anywhere in the school system is in the first grade, where the teachers are attempting with infinite patience to teach children things that they are too immature to grasp. I have come to believe firmly in what Superintendent Maxwell of New York said in his annual report two years ago. He said: "The kindergarten has long since passed the experimental stage. It has demonstrated its usefulness. Argument is no longer needed to show the wisdom of its founders. Educators are agreed that the proper school for children under six years of age is the kindergarten. Children under six have no part or lot in the work of the grades."

"The lower grades of our elementary schools are crowded to excess. Take out of them the children under six and place them in the kindergartens—in houses, if necessary, other than the regular school buildings—and the problem of how to meet the demands for school accommodations is in great measure solved. This, however, is not the chief reason for making the proposed change. The chief reason is, not that five-year-old children are choking up the lower elementary grades, but that these children are, in the great majority of cases, injured by being set to do grade work. The organized play and the symbolic teaching of the kindergarten constitutes the only form of school teaching from which they derive benefit; and the benefit they derive from it in the development of their intellectual, physical and moral natures is very great."

This recommendation has been adopted and kindergartens have rapidly established everywhere throughout New York city, even in the crowded districts.

Again, every child entering kindergarten should stay at least a year. If a child enters at five, he should stay two years, and the kindergarten should be made so full and progressive that he would not get tired of the kindergarten. My mind is one of the great lemons before the kindergarten to minister to the needs of the first year and the second year children in the kindergarten without sacrificing the interests of either. Sometimes happens that children young to begin the formal work of the first grade are reported by teachers as having outgrown the kindergarten stage. They say children have become bored in the kindergarten. Is it possible teachers themselves are to blame? They pursue a narrow routine that from lack of a rich and progressive course they, after a time find the kindergarten flat, stale and unprofitable. The remedy here is to introduce an order of pure kindergarten rather than to introduce little opathic doses of first grade work and writing. If the kindergarten work is of the right sort and is enough of it, if the kindergarten teacher knows first grade work, if the first grade teacher knows kindergarten work, and if the first course is but the natural and extension of the work of the

garten, I can see no chance for a gap between the kindergarten and first grade nor any necessity for a transition school to fill up the supposed gap.

In the kindergarten the natural activities of the child are organized and directed for educative ends. Much of the real work of the kindergarten is performed under the guise of play. In the first grade, however, the normal child demands real work and delights in it. Nevertheless the instinct of play is still strong, and abundant opportunities should be offered for its gratification. The practical unity between the kindergarten and the first grade will be seen when it is considered that all of the activities of the kindergarten may be carried on in the first grade in advanced forms, while, at first, but a single new subject is added.

Precisely the same kind of nature work may be carried on in the first grade as was carried on in the kindergarten, and with the same spirit. Success in this work, in the first grade as in the kindergarten, will depend largely upon the intelligence, enthusiasm and good sense of the individual teacher. Precisely the same kind of work in literature and language may be carried on in the first grade as was carried on in the kindergarten. Indeed, many of the favorite kindergarten stories should be repeated. Both the kindergarten teacher and the first grade teacher have great opportunities and great responsibilities in this work. Much also should be made of rote songs, and here again the old kindergarten fa-

vorites should be used and many new songs added. All technical work in music should be reserved for later grades. Far more should be made of games in the first grade than is generally made at present, and, as has been already suggested, the kindergarten teachers should assist in these games from time to time. The manual work in the first grade should be the direct outgrowth of that in the kindergarten. In general, the first grade course is weak on the manual side. Much of the so-called "busy work" must give way to work that is truly educative.

While there is no effort in the kindergarten to teach number, yet the children in dealing with the Gifts and other material are constantly brought into contact with number relations, and the children deal with these relations in a natural and vital way. There should be no formal number work in the first grade, but the children should be led to deal simply and naturally with such magnitudes and number relations as they encounter in their daily experiences. In this way they are laying the best possible foundation in the concrete for the later number work, and the knowledge they thus gain will be vital and practical. Measuring, comparing, and especially counting, should be encouraged and opportunities offered therefor. Reading is the only new subject, and in many cases even this might better be postponed for a time.

With a first grade course modeled on the lines just indicated and with first grade teachers able to carry out

such a course in the true spirit, it is difficult to see how any great break could exist between the kindergarten and the first grade.

Two years ago, when the practical value of the kindergarten was receiving some discussion in my own city, I attempted to get some light on the following points: first, what the first grade teachers actually thought about the value of the kindergarten, and, second, what the effect of kindergarten training was upon the promotion of first grade children. The results of my investigation proved interesting, and are briefly as follows:—

Most of the first grade teachers reported that the behavior of kindergarten children was not so good as was that of children fresh from home. They agreed with great unanimity, however, that kindergarten children had greater powers of observation and expression; that they had better control of the body, especially of the hand; that their ability to accomplish first grade work was greater, and that in consequence they generally finished the work of the grade in one year.

In order to ascertain if possible whether kindergarten children actually made better progress in the first

grade than did children of the same age without kindergarten training, the following facts were discovered: Sixty per cent. of the children entering school under five years and six months without kindergarten training failed of promotion at the end of the year, while only thirty-five per cent. of the children entering at the same age with kindergarten training failed of promotion. Thirty-nine per cent. of the children entering between the ages of five years and six months and six years without kindergarten training failed, while only thirteen per cent. of the children entering at the same age with kindergarten training failed of promotion.

Of children six years and over entering without kindergarten training, twenty-one per cent. failed of promotion, while only ten per cent. of the children of corresponding age with kindergarten training failed. From these figures two facts stand out very clearly: first, that kindergarten training does prepare a child for the work of the first grade, and, second, that the average child under six years is not yet ready to enter upon the work of the primary school and to pursue the work to advantage.

ECONOMY no more means saving money than spending money. It means spending and saving, whether time or money or anything else, to the best possible advantage.

—*John Ruskin.*

MUSICAL MOMENTS WITH CHILDREN, OR, THE ART OF DEVELOPING THE MUSICAL SIDE OF CHILD NATURE.

BY DAISY FAIRCHILD SHERMAN, PROVIDENCE, R. I.

I.

INTRODUCTORY.

A CHILD of nine, passionately fond of music yet somewhat deficient in the expression of the more difficult intervals and rhythms, trained herself (in great privacy) for several years. She feared mortification in school should the master notice that she did not sing all the lesson, and she wished intensely that she possessed the ability to do it. The child had a music teacher, but during lesson time there was enough to be done in correcting notes and fingering.

One auspicious day the young girl happened on Robert Schumann's *Advice to Young Musicians*. After its perusal her comment was, "I never heard of doing such things! Why have not my teachers required me to undertake some of them?" There was also a feeling of great disappointment at the impracticability of other parts of the *Advice* in her case, and a feeling of dislike toward Mr. Robert Schumann for implying that if one could not do these things one could not become musical. But the *Advice* lingered half consciously

during the years that followed, and influenced the student's work.

Finally came a time when the young girl, grown to be a woman and the mother of three young children, began to plan and to think for these little ones. As to their musical training, she felt confident that she could make a bridge here and a stairway there and rescue them from some of the weary, discouraging by-paths which do indeed generally lead nowhere, because those who are the keepers and guides in the realm of music are themselves so perfectly at home there that they are totally unconscious of the inability of hosts of young pilgrims to pass with ease and safety from one place of difficulty to another. Consequently, the little pilgrims, with weariness and discouragement, trudge solemnly along, seldom able to snatch any of the pleasures of the place from their inability to reach them. What wonder that many of them come to disbelieve entirely in the "pleasures" and heartily wish they were not obliged "to go on pilgrimage"!

Through normal training and kindergarten study, the mother had received much help. The striking pas-

sages relative to the teaching of music in the *Education of Man** by Froebel seemed to promise interesting experimentation, and were put to the test in the musical training of the youngest children. The suggestions of Schumann and Froebel furnished the principles and some of the methods by which a natural and very elementary course in music was conceived. So fruitful did the original principles prove that they have not failed, since the inception of the course eight years ago, to yield fresh and abundant suggestion for every occasion. As each bud of musical development was put forth, the simple musical atmosphere in which the children lived seemed to furnish the elements calculated to assist its unfolding. Delighted, and often surprised at the unusual degree and kind of growth, the mother felt the necessity of recording for future reference the observations and results so fast accumulating. Rumors were floating in the air: "The child must have been unusually talented to do these things!" "It is perfectly wonderful how it brings music out of those children!" "Mrs. P. and I are full of enthusiasm over the way those children played and sang." "Did she transpose that herself? The little mouse!" "How much of that did she compose without help?" And even a great man from Boston declared, "Why, these compositions are as good as any of the same grade of difficulty that are published!" It is difficult to protect the little pilgrims from

hearing injudicious comment; they generally appear to be too occupied with the business in hand to give it much notice. They consider that what they do is a thing wonderful, because they are imbued with the idea of growth in every direction. They know that every child who undertakes it will be the same, even if he "has no voice," "can't sing any more than a stone," "never sang a note in his life," "has no sense of rhythm," "cannot tell one tune from another," or even if "none of his family are musical," and so on. But the writer has come to have no patience whatever that any reason can be given other than actual malformation of the inner ear, why any child should remain unmusical. Not even a child's mindlessness can stand in the way. It has been proven by the giving of musical tastes and operettas by this collection of people in the State institutions at Moines, Ia., and Fort Wayne, Ind., in a way to give pleasure to an intelligent audience.

This collection of methods, songs, and observations I have christened *Musical Moments*. There is nothing new in the name, but it will help to suggest that there is fitness in it, since it is the very essence of success in the field of music that lies in only momentary concert whenever opportunity presents. I do not wish to have any person "turning the American mother upon her children" to any greater extent than she now is. But I wish to give her an idea of what a new world for enjoyment there is in the

* § 98.

listening to sounds and imitating them, and in rhythmic plays which strengthen the rhythmic sense and enhance the power of the imagination while at the same time training certain muscles and encouraging the simple, natural use of the voice from an early age. I desire to treat in the broadest way of the general development of the *music sense* and the *care of the child's voice*, for the purpose of giving all children what belongs to them by right—*good musical ability* and *good voices*. The work is for the *average* child, and for the so-called unmusical of whatever age, though it also gives just the systematic, thorough training which the talented need. I have been fortunate in having had no cases of especial musical talent to deal with.

Naturally such a work would appeal first of all to the thoughtful mother, since she has every possible opportunity to observe and assist development. But the work is capable of application by the kindergartner, music teacher and primary school teacher—by all who are interested to see the coming generation one of *musicians*, not merely piano players; for it stimulates the creative faculty at the earliest possible age, and makes musical symbols constitute living things.

I should like to come into as close contact as possible with mothers, and with all teachers of children from the kindergarten into the primary grades, who wish to assist their children musically. Let all who desire to open up the hidden springs of music, which surely exist in every

child, put into practice with at least one child the ideas herein suggested. The questions given below might serve as a nucleus for a very interesting report of progress and experiences.

1. Name of child.

2. Age.

3. Nationality.

4. Residence.

5. At what age did the child first show interest in melody? How was this interest shown? Specify in what style of music,—whether religious, martial, amusing, or associated with home or nature. Give the name of the composition, and of the author and publisher of this composition.

6. At what age did the child first show appreciation of rhythm? How was it shown?

7. At what age did the child first begin to appreciate or attempt rhyme? What was the rhyme?

8. Were the child's own musical expressions imitative or original? Especially is the original expression a mirror of the child's true musical status and the basis of further development.

9. Make a list of the songs (music) most easily learned and *actually sung* by the youngest children.

10. Learn to make observations accurately. Please record them as soon as possible after the occurrence, and do not let the child know that he is being observed.

In the *Musical Record and Review*, published by the Oliver Ditson Co., Boston, beginning with January, 1903, is a home department of musical instruction invaluable to anyone

who wishes to supplement or to broaden her knowledge of music.

As young children instinctively raise their voices by steps rather than by half-steps, it may be that songs based on the pentatonic scale (having neither fourth nor seventh), known as the old Scotch or Chinese scale, would be the easiest ones for them to sing at first. The music of *There is a Happy Land* and *Auld Lang Syne*

is based on this scale. Kindly send me the full title and name of publisher, if possible, of every song of this class known to you. I should be glad to receive also a copy of the record you make.* Doubtless there will be something in it of value to others.

* Send to Mrs. Daisy Fairchild Sherman, 227 Irving Ave., Providence, R. I.

A SHEAF OF THANKSGIVING READINGS.

THANKSGIVING.

By RICHARD BURTON.

Time of the clear, crisp air and the
frosts at morn;

Hark to the ringing outdoor games
and glee!

Shame on the dumps and the long-
face ways forlorn,—

Let Jollity

Have her hour, her turn at heartsome
living.

Be now Thanksgiving!

Indoors the hearth-fires glow and the
faces shine;

Shine the tables, too, with their
goodly cheer;

Pensive thoughts and dreams of the
Long Ago,

These be here,

But subtly changed to joy by Time's
sure leaven.

Far and wide the kin-ties stretch,
and call

Shattered circles back to the haunt—
of youth;

Ah, how magic-dear these meetings—
all!

Such days, in sooth,
Foreshape us for that larger home
which men name Heaven.

—*The Outlook.*

WHEAT, AND THE BREAD OF LIFE.

Through the bread that Christ
broke one evening in sign of redeem-
ing sacrifice and everlasting commun-
ion, we can say that wheat entered
into its apotheosis. Nothing that
concerns it is indifferent to us. What
poetry in its sowing! in the black
furrows to which laborious hands are
confiding the bread of the morrow!
* * * From the day that it comes
out of the earth to the last rays of the
October sun,—throughout the long
sleep of winter and the awakening in
the spring to the harvest in August,

—our anxious attention follows the evolution of the tender green blade destined to become the nourishment of men. In time it is a swelling sea of green, constellated with poppies and cornflowers. * * * When July comes, the fields look like gold; and when the wind blows and rustles the stalks together, we seem already to hear the grain running in the bushel measures. In fine weather the bread sings in the wheat field; but if the horizon darkens, a shiver runs through the stalks as if through the heart of a peasant. * * * At last is the harvest, the barn, the threshers. Then comes the grinding in the mill and the kneading by bakers or housewives. The bread is on the table. Before eating it, think that it is the fruit of the labor of men and the Son of God. Take it in gratitude and fraternal love. Do not suffer a crumb of it to be lost. Break it willingly with those who have none. As the wind blows, as the fountain gushes, as the morning brightens, so wheat grows,—for all.

—Charles Wagner.

THE POWER OF THE LITTLE AND THE STRENGTH OF THE OBSCURE.

What is more inspiring than autumn, with the proofs of harvest fullness everywhere? Here is the result of long, careful preparation. Line on line, day on day, law on law, steadily the processes have gone on, until the October suns shine on Nature's triumphs in field and on hill-slope,—triumphs, indeed, in a grand way and on a majestic scale.

But how has the glory come, and

by what mighty means has this marvelous array been accomplished? Through the power of the little and the strength of the obscure. Atoms of all kinds, atoms in every form, have combined, pouring ceaseless, constructive force into the myriad channels of summer growth; and here these atoms appear in the wondrous whole, so beautiful, so impressive, so inspiring.

—Edward A. Horton.

A LETTER OF GRATITUDE.

A school teacher in a northern city recently received this letter:—

MY DEAR TEACHER: When I left you I went West and have traveled over the Rockies. I was in the mines several years, two years prospecting in Smoky Gulch until I discovered the *Alice Brown* mine. Inclosed is a check for five hundred dollars, the first gold taken from the mine. Take it. It is yours. You earned it, getting the bad out of me. I have been offered fifty thousand dollars for the mine. When it is sold, I am coming to see the woman who made a man out of a bad boy. I remain, as ever, yours,

JACK RUGGLES.

A THANKSGIVING PHILOSOPHY.

I have told you of the Spaniard who always put on his spectacles when about to eat cherries, that they might look bigger and more tempting. In like manner I make the most of my enjoyments; and, though I do not cast my eyes away from my troubles, I pack them in as little com-

pass as I can for myself, and never
let them annoy others.

—*Robert Southey.*

Each morning a rhyme,
And the sun and the hill are
lovers;

A PATRIOTIC THANKSGIVING.

Whatever has made our people
stronger in principle, broader in
view, higher in aspiration, more lib-
eral, more honest and more concerned
in the happiness of each other is
cause for thanksgiving. For all that
has elevated our people in spirit, let
thanks be given.

—*The Boston Transcript.*

THE LAST FURROW.

BY THEODORE ROBERTS.

Mellow the grapes are,—

Purple as gloamings that flee;
Yellow the corn in the husk,
And scarlet the haws in the tree.

Wide-winged the geese go,

Swift and crying and crossing the
stars,

Foreseeing the snow.

The hoar frost lies white on the
bars.

This is the royal time:

The partridges out of their covers,

The cattle in stall,

The pastures forsaken and lone
Firelight in the hall,
And the thistle-seeds withered :
blown;

The last furrow turned,

With the great moon watching,
white.

The oxen can rest now,

For the ponds will be frozen
night.

—*Selected*

A THANKSGIVING GRACE.

* * * Fragrant harvests fill
Our spacious barns from roof to :
All is sheltered. Let us praise
Him who rules earth's growing d:
Gave us springtide's impulse good
Made the summer's amplitude.
Lord, thou dost for all provide,
Hear our praise at harvest-tide.

—*From At Harvest-Tide, by Is
Ogden Rankin, in The C
gregationalist.*

A SHORT time ago a stranger called at the department of
finance of New York and handed the acting controller \$300
in greenbacks. He said he desired to contribute this sum to
the teachers of the public schools, because of their efforts in
educating the young. The contribution will be turned over
to the account of the teachers' retirement fund.

ONE NAME WAS ELIZABETH.

BY ANNIE ERMATINGER FRASER, VICTORIA, BRITISH COLUMBIA.

IT was the last Saturday of the summer holidays. The Cranberry District School would open on Monday, but so far no teacher had been appointed.

The five children of Springbrook Ranch sat in their own particular corner behind the Balm of Gilead bushes, discussing the situation. "Dad'll fetch out a teacher from town; you need n't count on no more holidays," said Joe, from the disdainful height of his sixteen years, serenely confident in the fact that he was too big for school.

Fred and Molly began reminiscences of the last teacher, and the teacher before last, and the teacher before that—even unto remotely distant periods. Joe was pretty lucky, they thought, but it was no use to fret. Whatever variety of teacher the powers that be should place over them on Monday morning would have to be philosophically accepted.

Elizabeth, who was almost six and was now to begin her education, listened to the others eagerly and meditated. What was school like, anyway? To go away up the road and have a strange man or woman interview you seemed rather dreadful. She half envied Baby Georgie who

was paddling his bare feet in the brook, blissfully unconcerned with school for two full years more. Were teachers "nice" as a body? Would they ever whip you? Elizabeth shivered. Did they ever tell you stories? Would they—oh, delight!—ever read to you out of a book? These reflections coursed through her mind, but she said nothing, even when the others teased, "Lizzie'll be scared and want to come home, first thing."

"There's two teachers coming up the trail now!" said Joe. "So you kids can comfort yourselves that there'll be school on Monday, you bet!" and with this classic ejaculation the eldest hope of the Caselton household took himself off down to the hayfield. Georgie trotted after him. The other three peered through the sheltering leaves to watch the man and woman who walked slowly up to the house in the blazing August sunlight.

"O shucks!" said Fred, after long attempts to see and not be seen. "Guess I'll see all the teacher I want after Monday. Molly, let's go play in the barn." Molly needed no second suggestion, and Elizabeth was left mistress of the situation. The two people she was watching soon disappeared within the roughly-hewn

log house that was Lizzie's home. After a time she was emboldened to creep nearer and indulge in shy peeps through the door or window of the sitting room. Her mother was bustling about preparing lunch for the visitors. The gentleman talked a good deal and seemed to make jokes, Lizzie thought. She did not hear much from the lady, who was considerably amused in watching Lizzie's reconnoiters. Soon their eyes met and a sudden smile came over the lady's face at the sight of the serious blue eyes studying her through a chink in the doorway.

Lizzie emerged into full view,—a scrap of a child, with her little bare feet showing below her old blue pinny. She looked steadily at the stranger for a few minutes, ran away, and came back presently with a pussy almost as large as herself. She came fearlessly up to the lady and deposited the cat on her lap with the introduction, "This is my white cat," given in a clear deliberate tone. "Why, see there now, Miss Forbes," exclaimed her mother, "Lizzie hardly ever takes to strangers." But Lizzie remained by Miss Forbes's side till evening, when the trustees came in. Mr. Crawford, who had come at the same time as Miss Forbes to "see about the school," on finding that "a married man with a family," although considered desirable, did not get any more salary than an unattached female who did the same work, withdrew his application and departed.

There were two other applicants, but Mr. Caselton ruled the Board

and Mrs. Caselton ruled him, so Forbes went to bed teacher of berry District School. It appeared that Mrs. Caselton had also her say for as the shades of night were falling fast, Miss Forbes heard a subdued whisper from the family room. "Well, Lizzie took to right off, and she don't hardly take to strangers. Then she's go to school Monday, and would n't do it if she did n't like teacher."

On Monday morning, Miss Forbes was anxious to be at school early; no such idea entered Mr. Caselton's mind. It is perhaps needless to say that this was to be her first experience with a school, and Page's *Story and Practice*, which she had diligently perusing, highly recommended that a new teacher should on the premises ready to greet scholar. Trustee Caselton leisurely remarked, however: "There ain't no sort of rush. I reckon you'll be here quite enough of them kids by winter's over." So it was to be near ten o'clock (till it was not in the Council of Public Instruction) when a small company came out through the woods, looking rather as if they intended to found a new colony. Mr. Caselton's tall, spare figure marched ahead. Carryin' a school water bucket, with its several yards of rope artistically festooned about him, he swung the school bell with one hand and jangled the register with the other. Miss Forbes followed in charge of her register and marked also a small pedagogical list of her own. Lizzie followed

After, looking very dignified in a pink starched frock and boots which proclaimed their newness by delightful squeaks. Her wisp of yellow hair had been brushed very hard and tied into a diminutive pigtail, which Elizabeth thought must give her almost a grown-up air. She clasped her new first primer to her heart, and also carried a large cup of beans which her mother had presented to her on leaving. "I thought maybe they'd help Lizzie learn to count," she had said half apologetically to the teacher. It speaks volumes for the sobriety of Elizabeth's demeanor that fully half of the beans arrived at school after a half mile's journey along a rough British Columbia trail. Fred and Molly brought up the rear of the procession and remarked contemptuously to each other: "Liz thinks school's something great!"

Another trustee hove in sight when they reached school, and also a group of shy-looking children, assorted sizes, nationalities and shades, from flaxen-haired Swedes to three-quarter Indians. There was a general absence of pencils, pens, ink, copy-books, and such small but necessary trifles. All were to come, however, "next time Dad goes to town."

So after several attempts at questioning and a little very diffident reading, the school resolved itself into a corps of workers, and proceeded to clean up the school generally and prepare for next day. Much more energy was shown in sweeping, window-cleaning, stove-blackening, etc., than had been displayed in the subjects of arithmetic and geography.

Only Lizzie remained devoted to the pursuit of knowledge. She exhausted all the scraps of chalk she could find in making A's over as much blackboard as she could reach up to, and then, after a time, announced: "I can do them A's now, I want some more lessons." So a heroic struggle with the nine digits began, lasting far beyond that afternoon. 1 and 4 were charming, but 2's and 3's were terrible things; and for months afterwards, even when Lizzie considered herself quite advanced, any piece of paper with mysterious markings, either at home or at school, was set down as containing "some of Lizzie's 3's." This 3 proved very perverse. It lay on its back, on its face, got more loops than it required, or came out with only one, like a backward C; but Lizzie indefatigably struggled with it, and at last the time arrived when she could look back triumphantly and say, "Miss Forbes, do you remember when I could n't make 3's?"

"I always thought Lizzie'd make a scholar," her mother said one day, "because whenever she'd help me dry the dishes, she'd stick at it till the very last fork was done and put away. Now Molly there 'ud be off at play or fretting before we was half done." So true it is that character rather than ability makes progress possible.

Little Elizabeth Caselton had ability, however, as well as a most determined character. That clear little head of hers soon scoffed at the number combinations which the half-breed children who composed the

chart and first primer classes found dark mysteries. Forthwith she demanded the privilege of "doing second primer sums." Mrs. Caselton proudly explained her girl's proficiency: "You see, Liz used to always add up the preserve bottles in the cupboard when she'd get on a chair and dust them for me." Knowing what stores of blackberry and raspberry jam those shelves held, Miss Forbes felt that Lizzie might indeed boast of mathematical experience.

The Provincial Board of Education might pass regulations prohibiting "home study" for children of tender years, but Elizabeth serenely disregarded these provisions for her welfare. On reaching home in the afternoon her first business was to rid herself of embarrassing shoes and stockings; her second, to satisfy her physical hunger with a sample of anything going in the kitchen; and her third to put up a meek little petition at her teacher's door: "Please, Miss Forbes, lend me a book to read. My hands are very clean and Georgie shan't touch it." Having obtained delighted possession of a "grown-up book," she would pore over it sometimes for an hour. It did not signify in the least whether the book was Mother Goose or Ibsen, Herbert Spencer or Robinson Crusoe, because Elizabeth's "reading" at that stage of the game simply consisted in picking out and counting the dozen or so words she really knew. She would announce gleefully that she had found twenty "the's" or seventeen "and's" on one page, and it was a particular source of grief that "grown-

up books" did not concern them more with the doings of the "cat" the "rat," who were, she felt, of tried friends.

Every member of the household turn was badgered to "Hear read," "Ask me some spee read," "Give me some sums"; and when the elders were heartless enough to decline their assistance, she took to cultivate Georgie's mind and found it a most discouraging job.

Rapid as was Lizzie's intellectual progress, Miss Forbes did feel what paralyzed when one after the little girl begged: "Please, Miss Forbes, will you let me see Browning!" After the mental excitement had subsided, Miss Forbes found that great interest had been awakened among the children by the fact that she sometimes wore brown boots of a hitherto unknown species of feline in Cranberry, and Georgie had imparted the thrilling information that "Teacher cleaned them with stuff out of a little red shiny box." If the boots required blacking, of course brown boots needed brown polish; hence Lizzie's request.

Miss Forbes was often amused by the thorough observation and study all the details of her life received among these little people of the backwoods. She overheard and Joe engaged in a somewhat heated argument one day over their respective collections of her various ties and ribbons. A decided "scrap" was averted by her producing both a *green* and a *purple* ribbon, thus comforting each combatant in the end. An old ring with an amethyst

was a source of never-ending charm; but the climax was reached when Miss Forbes one evening wore a pair of slippers adorned with steel buckles. The children rapturously called on every one to admire "them lovely slippers." The boys questioned: "I suppose people in town wears lots like them?" And Lizzie and Georgie sat on the floor, each embracing one foot, stroking the slipper and patting the buckle as if it were a new variety of very attractive kitten.

Lizzie herself had strong opinions upon the etiquette of dress; she had a curious knack of keeping herself clean, like a bird, no matter what the day's experiences were; while Molly, after an equal amount of maternal scrubbing and combing to start with, in ten minutes' time could be depended upon to have her black elf locks hanging in her eyes, and visible smudges on hands, face and apparel. Lizzie had fixed ideas upon the subject of clean pinafores and frocks; and often when her mother considered one quite sufficiently clean for school, it found no favor in Lizzie's fastidious eyes. "I want clean pinnies to put on," she would state calmly, and then wait for them. Elizabeth never fretted or stormed; she simply persisted in that quiet way of hers which eventually won the day.

Lizzie's hair had to be done early, in the slim, minute pigtail that she considered the acme of propriety, or she refused to come to the family breakfast,—standing, comb in hand, at the head of the steps descending to the kitchen, and reiterating in a polite but determined tone: "Please,

somebody come and do my hair." To Miss Forbes's mind, Lizzie's small serious face looked much sweeter with the little loose fair locks falling about it, but such was not Lizzie's opinion. She was usually the first one ready for school in the mornings, and would stand like a little sentinel on the doorstep waiting for Miss Forbes while her energetic mother "hustled" Fred and Molly.

One of the main attractions school possessed in Lizzie's eyes was the fact that she saw "Gip" every day. "Gip" (pronounced with "G" hard) was the children's nickname for Hugh Gilbert, a lad of fourteen or fifteen living on a neighboring ranch. He was decidedly the most advanced scholar in the school, and Miss Forbes often inwardly groaned over the fact that Hugh's ability to surpass any other pupil in "sums and spelling" was so certain, that he seldom found it necessary to exert himself at all.

An orphan, he had been adopted by Mr. and Mrs. Carmichael, an old Scotch couple, who, to use a Cranberry expression, "set a heap of store by him" and firmly believed in his remarkable talents, although Mrs. Carmichael especially saw to it that he was trained up in the way he should go, and that he was judiciously snubbed at times.

Lizzie had considered Gip her particular property ever since she had been able to speak forth her imperative little commands. And he, having no children at his home, was very fond of her, and petted her a great deal on occasions when her brothers were apt to suggest that "the little kid

might cut home." Hugh regularly saved his scanty supply of dimes to give Liz a birthday or Christmas present, brought apples to school for her, always saved advertising cards and such-like small gear for her when he made Saturday trips to town, frequently carried her home from school and generally appeared to enjoy being tyrannized over very much.

One solemn morning an inspector arrived at school. It was Miss Forbes's first experience with the species and she was quite dismayed, when, after the usual routine of questions and remarks, he called her into a corner saying seriously that he wished to speak to her privately. Pointing to Lizzie, who had usurped half of Hugh's desk (by no means an unusual practice of hers), he said: "Is that girl the boy's sister?" "No." "Is she his cousin?" "No." "Are they not related at all?" Miss Forbes, in her mystified ignorance, for the third time answered "No." "Then do you consider it correct and seemly to allow them to sit together?" Miss Forbes, who had been accustomed to let her dozen scholars sit very much where they pleased so long as they behaved themselves, rather had her breath taken away by this presentation of the proprieties, and wondered what Mr. Inspector would have said if he had dropped in on one of those warm afternoons when Lizzie had leaned her head on Gip's shoulder for a comfortable nap, while he and the others were engaged in the geography lesson.

Not content with school five days in the week, Miss Forbes began or-

ganizing her scholars into a school class. It was partly because she was rather scandalized at her ignorance of the things that had been considered orthodox training in her own youth, and partly because, to tell the truth, a backwoods Sunday school usually composed of forty hours!

She found that in order to be perfectly fair, however, she would have to teach "Hail! Mary" and "Who is your name?" "Who gave you your name?" and the Shorter Catechism all at once. The Shorter Catechism was stipulated for by Mrs. Michael, who mournfully regretted that she had never yet been able to induce Hugh to learn more than the questions. Neither was Miss Forbes able to do more, Gip much preferred after attending the Sunday school once or twice, to spend Sunday afternoon at rabbit-shooting.

Sunday school was so much a novelty in Cranberry that several of the half-breed papas strolled up to the building in the course of the forenoon, and, carefully avoiding the door, climbed on the wooden porch and lay full length, so that when Miss Forbes looked up from the text at the narration of David and Goliath, she saw a row of dark faces looking in at the back window.

Lizzie took a deep interest in the day school. Stories of any kind were fascinating to her; but she promptly declared any that were of the miraculous to be "up-ers."

She generally interviewed

Forbes privately afterwards to discuss any points of doctrine that might be touched upon, with the result that Miss Forbes became extremely cautious in her statements. One day Lizzie planted herself on the foot of the bed where her teacher was enjoying a comfortable "read" after school. Resting her keen little face in her hands, she demanded: "Miss Forbes, did n't you say that God knew everything?" "Yes," Miss Forbes risked. "Well, there is something He does n't know, I'm quite sure. He does n't know what is in our dark cellar, for mother said the other day it was *impossible* to know what was down there."

The story of the Prodigal Son took strong hold of Lizzie's mind, and it became the regular thing for Miss Forbes to hear, through the thin board partition, early in the gray winter dawn, the patter of Elizabeth's bare feet across the floor till she reached her father's bed, and her clear, insistent pleading: "Don't you want me to tell you about that there Pordigal?" No pressing was required to get her to begin her Western version of the story about the "Rancher who had two kids, an' one stayed home and helped his Dad pick 'tatoes an' go slashin', and the other went to town and spent all the old man's money at the saloons."

Mrs. Caselton once asked the teacher whether Lizzie joined in the school prayer. With a recollection of a shrill little pipe that penetrated above all the rest, Miss Forbes uttered a surprised "Why, yes."

"Well, you see," Lizzie's mother

went on, confidentially, "Elizabeth won't never say her prayers here at home, and I've had them all baptized (something of an "extra" in Cranberry, where ministers paid only occasional visits) and I do want them all to grow up right, and they all learned to say a prayer but Liz, and she won't. It's like this, Miss Forbes. She used to say it just as pretty as anything; but last year her father had to go to town for a week, and Lizzie was kind of half sick and she set her heart on him staying home. You know she thinks the world of her dad. Well, for three or four days she kept on putting into her prayers a piece that he should n't go. And he's just that silly about her that he would have stayed, only it was business that he had to see to. Well, the night he went Lizzie just said that prayers were no use and she was n't going to say them no more; and from that day to this she never has. And Miss Forbes, I've scolded and coaxed and punished and done everything, and she just won't; and you say a word some time to her."

It was a curious memory often afterwards to Miss Forbes, to recollect the low, one-sided argument that used to come from the family bedroom when Lizzie was going to bed. "Now, Lizzie love, ain't you going to say it to-night?" her mother would plead; and Elizabeth's only answer would be a weary little "No" half under her breath. Sometimes this contest would go on for half an hour, until Miss Forbes's sympathy would be entirely with this baby heretic. She asked Lizzie once why she did not want to;

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she hurried her mother to the corner of the farmyard, entirely unheeding her mother's petition: "Come, Lizzie love, like a good girl. Go and kiss Miss Forbes pretty. You'll be right sorry to-morrow if you don't." Then, turning to Miss Forbes with a puzzled look, the mother added, "Lizzie feels bad, but she's real queer." Miss Forbes understood that Lizzie, baby as she was, felt that horror which all restrained nature has of breaking down and losing self-control in tears.

As the wagon turned the corner away from the farm, a tiny figure stood outlined against the dark purple twilight. "Good-bye, Miss Forbes, good-bye. Come back some day."

That was Miss Forbes's glimpse of Elizabeth.

— * —

Great care should be taken not to exhaust factories until their bodies and minds are crippled. For just as very rough spring, so does too early an exertion blight the young promise of a very true education impossible. Reserved for certain occupations; a certain home work, and it is that which preserve her modesty and to protect her children and the well-being of the whole it may be laid down that the exercise and rest proportionate to the individual force waste of strength must be avoided work. * * * It is the concern of the State to prevent the cruelty of greedy speculators mere instruments for money.

—*Pope Leo XIII.*

EARL BARNES ON THE PLAY OF THE MIND, OR, HOW HUMOR DEVELOPS CHARACTER IN CHILDREN.

REPORTED BY ELISE MORRIS UNDERHILL, NEW YORK, N. Y.

This lecture was given by Prof. Earl Barnes in his course on the Care and Culture of Children. The course was delivered in one of the Free Lecture centers of New York, N. Y.

MAN is placed here on the earth to grow. Why, we know not, nor do we know how far he may develop in the future. We simply know that growth is the law of life.

One of the fundamental laws of this growth is that it shall come through self-activity. If man is to attain his full stature on all sides of his nature, he must exercise *all* his faculties. It is because so many of us neglect to do this that we are children in many directions in which we should have reached the adult plane. That is, we are all cases of arrested development in one line or another. How few of us, for example, sing or draw any better than a ten-year-old child! Our powers in these directions atrophy from lack of use. If one does not express himself freely, he will finally have nothing to express. Therefore, one should not be afraid to sing or to sketch whenever he feels like it, even though he may not be an artist in either line. The more he expresses himself, the more he will have to express, and the better he will do it; and the exercise of his powers

in these directions will help him to realize that more abundant life which Christ came to bring us.

Humor is another means of expression. It is the *play* of the mind, and as such is as necessary for the child and for the adult as the play of the body.

The philosophy of humor may be expressed as the pleasure with which nature rewards us for using unused parts of the nervous system, and it is also a relieving of our tired functions by drawing energy from them and distributing it in unexpected directions. Therefore it is an unusual and pleasing activity of mind and feeling which opens up new fields in the subjective life.

Humor, then, should be encouraged in children and in adults as well, for most of the latter are still on a very low plane in this respect, as will be seen hereafter.

The development of humor may be traced through various stages as follows:—

In babyhood a joke must be actually rubbed into the child, since his appreciation of it is mainly on the physical side. Witness how a baby will laugh when tickled or jiggled in

a new way. In reality, his muscular system laughs.

A little later any unaccustomed appeal to his special senses will arouse a pleasurable excitement; as, shaking the bell on the breakfast table in a horizontal instead of a vertical position and thrusting it toward him at the same moment, or walking before him on all fours, etc.

As the child grows, his interest in the grotesque increases, and nearly all children pass through a period when they think a monkey the funniest thing in the world. His likeness and his unlikeness to a human are just striking enough to make him irresistible to them. Drunken men, too, fill children with amusement (which fact is proven by data gathered from many thousands of children), as they are not old enough to realize the horror and the misery of the consequences of intoxication. Their sympathy is not excited, and hence they see only a man who cannot walk straight or who talks in a silly way.

Still later comes the time of practical jokes, when humor is found in the discomfiture of other people or animals. This, too, is because of undeveloped sympathy. There are many adults who never pass beyond this stage and to whom horse-play is an unfailing source of amusement. With children, however, these jokes must not be imputed to cruel or decadent motives. A child has a right to laugh at what he considers funny and to try to make jokes himself; and if he finds his humor in the pain or distress of other living creatures, it is our place so to educate him in

sympathy that his attitude change and his feeling for will crowd out his pleasure in other's misfortune.

Humor, by-and-by, passes from things to words, and then makes its appearance. Do not encourage your boys and girls in their take to punning. They are going through a stage in their education and need your guidance.

When humor reaches this stage is no longer due to a recognition of purely objective things; it is becoming more subjective. The humor of Shakespeare is nearly all of this kind. He constantly uses the play upon

Adult humor is found in these subtle transformations in the meanings of words and in absurd and unexpected transpositions of elements where the "tables are turned" were.

It will easily be seen upon examination, however, that most of about ten years old on our human side, if we but note the sales of the so-called "funny papers" of the day and analyze the jokes they contain. Seldom do we find a real wit. On the other hand, we are supplied weekly with page after page of practical jokes, sad puns, antics of clown men, and the like,—the thing which should appeal to mature only.

Hence it follows that humor should be encouraged and developed in children so that they may "grow" it and not remain forever undeveloped in the absence of true wit.

While Americans have a

the keenest sense of humor in the world, most of the humor, even in this country, is *bought*, and few of us make a practice of seeing for ourselves the funny side of life. We should try to bring something home every day to add to the family enjoyment. Amusing things are happening about us all the time, and to accustom ourselves to look for them is only a matter of habit.

A sense of humor that is as alert as our other senses is one of the best means in the world to keep away narrow-mindedness and to prevent over-strained nerves; and, while children's humor, like their art, religion, music, etc., ought to be somewhat disagreeable to adults, because outgrown by them, yet, for the good of

the child as well as the good of his neighbor, it should be fostered and he himself should be encouraged to produce it and add his share to the stock of family laughter.

It is well to remember always in dealing with the subject of humor, that things are only laughable up to a certain point. Beyond this, pain steps in. It is such a little way from smiles to tears.

The strongest of all reasons for cultivating the gift of humor, however, is the fact that nothing in the world is such an earnest of a sane mind and a cheerful spirit; and the man or woman who is blessed with this most important sixth sense is possessed of something more valuable than either fame or fortune.

MAMMY NANCE'S STORY-PLAYS.

BY EMMA C. DULANEY, LEXINGTON, VA.

MAMMY NANCE.



BACK in the dim, misty Past hangs a picture which, at the call of Memory, glides forward, revealing the form and features of a dear old servitor, Mammy Nance. Looking upon her mist-wreathed face, childhood's days return and are lived over again.

We have no actual portrait of Mammy Nance; but the little picture given here resembles her in feature, and in lieu of a better "counterfeit presentment" will serve to convey some general notion of Mammy

Nance's appearance to the readers of these story-plays.

On week days, Mammy was dressed in a linsey skirt, calico "josey," big checked apron, and a red and yellow bandana, twisted turban-wise about her head. On high days and holidays, these gave place to a black bombazine dress, and an apron, turban, and neckerchief of snowy white.

Mammy Nance was one of the "sho't, bro'd-wise folks"; and I laugh as I see her, in memory, "squeedging" her bulky form into a small space when playing *G'osey, G'osey Gander* with us, and as I recall the wonderful rides we little ones had on her broad black foot,—the "ole hoss" Blackfoot in *Baby's Ride*. Her features were pleasing, her eyes kindly, her voice sympathetic and her laugh infectious. When telling us stories at bedtime or while dressing us in the morning, she would set them off with droll gestures, rolling her eyes, drawling out some words and gurgling over others, raising and lowering her voice, swaying her body, and breaking the flow of her rich deep tones with frequent musical laughter.

If I could only put on paper Mammy's tones, gestures and laugh! When I hear the voices and language of the Afro-Americans of the present day, I find myself longing for the voices and oddly constructed words of the old-time darkey. They seem like two distinct races,—the old-timers and those who are "up-to-date"; and we of the Southland miss those of the earlier type, now

lost; for the younger generation much that made our old Mammy and other "subvants" dear to

Our old Mammy used to play us a good deal, and fine times too, with her and Nurse. I have more than a faint idea of her tales and stories would be impossible ever. Doubtless both were "made up" by herself; and I am young to remember them clearly. The dialect is reproduced quite fully, and the *idea* that was worked by Mammy Nance in her productions is faithfully followed, although the stories and plays were in prose and these reproductions or imitations have fallen into rhyme. They are far from grammatical, for Mammy Nance would not be "natchul" were she posed as a devotee to grammar, and it is to be remembered that the tales were told and enacted for very young children. She was not versed in the art of telling "real book stories," no matter what object came to mind; we knew that we could wheedle a story about it from her. And a bird, a flower, could bring to mind a story that we would drink in with joy far more than printed ones. Her way was to chat, scold, pet, and tell the story, all at the same time; it was a way that we children delighted in.

Dear Mammy Nance! "Mis'" looked to her for counsel; older children confided to her hopes and plans, the younger took to her their troubles and sorrows, and Baby claimed her as a special playfellow. By turn she scolded and petted them all,

every one but Baby, by whom she herself was ruled.

Beloved by her "fambly" while she lived, truly mourned for when she passed away, remembered lovingly ever since,—such might be Mammy Nance's epitaph. If there were more souls like hers, childhood would be blessed and the world honored.

PAT-A-CAKE.

Pat-er, pit-er, pat-er-cake!
 Baby an' ole Mammy 'll mek
 Sump'n nice an' good an' sweet—
 Mah sakes, twel be good ter eat!
 Come now, be de bestes' chile,
 An' pat-er-cake er li'l' while;
 Pat it whilse I counts: "One, two—"
 Dat's de way! Hi! dat 'll do—
 'T would spile it ef we pat it long

'Nless we sing dis li'l' song:—

"Pat er nice cake, Baker Man, smee,
 smo, smash!

Yes, 'ndeedy. Marstah, ez quick ez
 er flash;

We 'll pat-er, pit-er, pat it—tip, tap,
 tup!

An' bake it nice fuh Baby, wid de
 raight side up."

Mus' n' cook it in er pan—

Nahy time; yuh li'l' white han'

Mus' pat it out, all smooove an' roun',
 Den on de pone-slab lay 't down.

Mahk it wid er gre't big B—

Dat's fuh Baby, don' yuh see?

Dah now, dat's nice; 'tain' too thick;
 In de oven put it quick.

Sump'n fine it 's gwinter mek

Fuh Baby—pit-er, pat-er-cake!



THE VISIT.

A STORY FOR THE CHILDREN ON THE TOWER.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTOES.

The child often climbs to heights whence he cannot safely descend without our help.

A danger which threatens the children at to-day is the danger of their over-estimating themselves.

Only through experience can the child measure his strength.

EARLY one morning Grandmother Grey got up, opened the windows and doors of the farmhouse, and soon everybody on the place was stirring. The cook hurried breakfast, and no sooner was it over than Grandfather Grey went out to the barn and hitched the two horses to the wagon.

"Get up, Robin and Dobbin!" he said, as he drove through the big gate. "If you knew who were coming back in this wagon you would not be stepping so slowly."

The old horses pricked up their ears when they heard this, and trotted away as fast as they could down the country road until they came to town. Just as they got to the railway station the train came whizzing in.

"All off!" cried the conductor, as the train stopped; and out came a group of children who were, every

one of them, Grandfather and mother Grey's grandchildren had come to spend Thanksgiving on the farm.

There was John, who was for grandfather and looked just like him, and the twins, Teddie and Lousie, who looked like nobody but each other. Their papa was grandfather's oldest son. Then there was Mary who had a baby sister at home, then Mary Virginia Martin, and her mamma's only child.

"I tell you," said grandfather, "he helped them into the wagon and grandmother will be glad to see them."

And so she was. She was sitting at the window for them when they drove up, and when they espied her they could scarcely wait for grandfather to stop the wagon and they scrambled out.

"Dear me, dear me!" said grandmother, as they all tried to get in at the same time, "how you have grown."

"I am in the first grade now," said John, hugging her with all his might.

"So am I," cried Lousie.

"We are going to be," cried the twins; and then they all spoke at once, till grandmother could not hear herself speak.

fter they had told her all
r mammas and papas, and
l cats and dogs, they want-
nd say "how do you do" to
on the place.

care of yourselves," called
er, "for I don't want to
roken bones home to your

take care of myself," said

we," said the rest; and off

hey went to the kitchen
ammy 'Ria was getting
ook the Thanksgiving din-
out to the barnyard, where
two new red calves, and
puppies belonging to Juno,
or them to see. Then they
e barnyard fence and made
the pasture where grand-
ept his woolly sheep.
said the sheep when they
children; but then, they
d that, no matter what hap-

vere cows in this pasture,
Mary Virginia was afraid
ven though she knew that
the mothers of the calves
en in the barnyard.

lary Virginia!" said John,
Virginia began to cry.

cry," said Louisa. "Let's
ickory-nut tree."

eased them all, and they
; but on the way they came
; shed where grandfather
ows and reaper and thresh-
ne.

ed had a long, wide roof,
; was a ladder leaning

against it. When John saw that, he
thought he must go up on the roof;
and then, of course, the twins went,
too. Then Louisa and Mary Vir-
ginia wanted to go, and although
John insisted that girls could not
climb, they managed to scramble up
the ladder to where the boys were.
And there they all sat in a row on the
roof.

"Grandmother does n't know how
well we can take care of ourselves,"
said John. "But I am such a big
boy that I can do anything. I can
ride a bicycle and go on errands—"

"So can I," said Louisa.

"We can ride on the trolley!" cried
the twins.

"Mamma and I go anywhere by
ourselves," said Mary Virginia.

"Moo!" said something down be-
low; and when they looked, there was
one of the cows rubbing her head
against the ladder.

"Don't be afraid, Mary Virginia,"
said Louisa. "Cows can't climb lad-
ders."

"Don't be afraid, Mary Virginia,"
said John. "I'll drive her away."

So he kicked his feet against the
shed roof and called "Go away! go
away!" The twins kicked their feet,
too, and called "Go away! go away!"
and somebody, I don't know who,
kicked the ladder and it fell down
and lay in the dry grass. And the
cow walked peacefully on, thinking
about her little calf.

"There now!" exclaimed Louisa,
"how shall we ever get down?"

"Oh, that's nothing," said John.
"All I'll have to do is to stand up

on the roof and call grandfather. Just watch me do it."

So he stood up and called "Grandfath—er! Grandfath—er! Grandfath—er!" till he was tired; but no grandfather answered.

Then the twins called, "Grandfather! Grandmother!"

"Baa," said the sheep, as if beginning to think that somebody ought to answer all that calling.

Then they all called together: "Grandfather! Grandfather! Grandfather!" and when nobody heard that, they began to feel frightened and lonely.

"I want to go home to my mother! I wish I had n't come!" wailed Mary Virginia.

"It's Thanksgiving dinner time, too," said John; "and there's turkey for dinner, for I saw it in the oven."

"Pie, too," said Louisa.

"Dear, dear!" cried the twins.

And then they all called together once more, but this time with such a weak little cry that not even the sheep heard it.

The sun grew warmer and the shadows straighter as they sat there, and grandmother's house seemed miles away when John stood up to look at it.

"They've eaten dinner by this time, I know," he said, as he sat down again; "and grandfather and grandmother have forgotten all about us."

But grandfather and grandmother had not forgotten them, for just about then grandmother was saying to grandfather: "You had better see

where the children are, for Thanksgiving dinner will soon be ready. I know that they are hungry."

So grandfather went out to look for them. He did not find them in the kitchen nor the barnyard, so he called "Johnnie! Johnnie!" when nobody answered he made his way to the pasture.

The children saw him coming long before he had reached them, so they began to call with all their might. This time grandfather answered, "I'm coming!" and he told them how glad they were.

In another minute he had set a ladder up again and they all came down. Mary Virginia came first because she was the youngest girl, then John came last because he was the biggest boy. Grandfather put his arms around each one as he led them down, and carried Mary Virginia home on his back. When they got to the house dinner was ready.

The turkey was brown, the potatoes were sweet,
The sauce was so spicy, the biscuits were beat,
The great pumpkin pie was as yellow as gold,
And the apples were red as the roses were told.

It was such a good dinner that I had to tell you about it in rhyme
And I'm sure you'll agree
With the children and me
That there's never a visit so pleasant as
pay
As a visit to grandma on Thanksgiving Day.



YOUNG HARVESTERS.

GRANDFATHER'S COWBOY.

BY ELLEN TRACY ALDEN, ORANGE, N. J.

THE train whistled, the brakes creaked, and with a puff as though it were out of breath, the engine slowed up in front of Mont Chester station.

Morris Clair and his mother were the only passengers to leave the car at this little mountain town. Tired and hungry, for they had had a long day's journey from the city, these two travelers looked eagerly for a friendly face. In one of the farmers' wagons drawn up near the station, Morris soon spied a familiar

figure; and a moment later, after the greetings were all over, this little city boy was seated beside his grandfather on the front seat of the big democrat wagon, behind a team of lively horses that were trotting briskly home toward the farm.

Before Morris and his mother knew it they had reached the hill in front of a large white farmhouse and could see his grandma waving her white apron to them as they drove up the road.

"Morris, dear, how you have

grown!" were his grandmother's first words.

"Tea is ready, and I am sure you are both hungry," said Aunt Kate.

Morris was hungry, I can tell you! How good the fresh hot biscuits and honey tasted! Then there were cookies and jam.

"Now, Morris, would you like a glass of fresh milk?"

"Yes, grandma, if it is not too cold. The cook at home always keeps it on the ice, and sometimes it gives me the toothache."

Grandma came back in a minute with a glass of foaming milk in her hand. Morris did not leave it long beside his plate.

"Why, grandma, what makes it bubble all over? And how warm it is!"

Grandfather laughed. "I guess our little city boy will learn some new things here in the country; you must let him stay at the farm all the summer."

Morris was soon tucked snugly in a little cot, just large enough for a boy six years old.

The next morning Morris found another glass of warm foaming milk beside his plate; and grandpa asked, "How would you like to be my cowboy this summer, Morris?"

Morris was delighted with the idea; still, he answered with a troubled look, "Yes, but grandpa, I don't know how to be a cowboy."

"Well, we'll try to see if you can learn how," answered grandpa.

That afternoon when his grandfather climbed the hills to bring the cows home, a little boy under a big

sailor hat ran lightly along behind. With them was Rover, the big shepherd dog.

"Co-boss! Co-boss! Co-boss!" Grandfather's call was echoed back by the hills, and soon a large head and a pair of soft brown eyes peeped from behind a huge boulder.

The big cowboy and the little cowboy climbed up on top of the rock, and there on the hillside was feeding a herd of red, spotted, and black cows. Several raised their heads, and Morris noticed what big gentle eyes these large creatures had.

"Now, my little man, show yourself a good cowboy! You drive the cows from this side of the path and Rover will see that they don't cross on the other side." Then grandfather called again, "Co-boss! Co-boss! Co-boss!"

The leader among the cows moved homeward down the steep slope, several other cows followed her, and with a little urging and driving grandfather started the rest of the herd down the cow path.

Before he let down the bars, grandfather counted: "One, two, three, — thirty! All here! Now, Clover Blossom, you know your way home."

One large red cow stepped out into the lane and the rest of the herd soon followed her on their way to the big red barn.

Several of the cows knew their own places in the row of stanchions built on both sides of the milking stable.

"Come, Black Eyes! Here, Thorn Apple! There, Daisy!" called John,

he man who worked for grandfather, as he helped some of the cows to find their stanchions and fastened their heads close inside of the bars.

"Now, we're ready for work," said grandfather. He and the milkmaids and John each found a three-legged milking stool and began milking, and Morris watched the milk as it foamed up in the bright pails. As soon as a pail was full it was carried to a tall round can and the milk was poured through a sieve into the can. When the milking stool was placed beside some other quiet creature patiently waiting her turn, and the pail was filled again. Soon there were several high cans filled with foaming white milk. These were carried into the milk house and lifted into a trough of running spring water to keep the milk fresh over night.

The stanchions were moved and the cows filed slowly out of the barn and were let into the pasture again for the night.

Morris thought that being cowboy was great fun, and he asked his grandmother to call him early the next morning so that he could help drive in the cows for the morning milking. His grandfather had told him that the cows had been milked that very morning before he had even waked up.

Sure enough, the very next morning, while the dew was still on the grass, this little city boy was helping his grandfather drive the cows in from the pasture.

Best of all, after the cows had been milked, and the little cowboy had had a very early breakfast, John offered

to let Morris ride to town when he took the milk to the station.

The men lifted the heavy milk cans into the wagon and John helped Morris to climb to the top of the high seat. The horses walked slowly down the steep road, as though they understood that their heavy load must not be jolted too much by hurrying. Before they reached the milk station, John stopped several times to lift a few milk cans off of blocks built by the roadside, for he took milk to the train for some of the neighbors.

When they reached the town, the milk cans were moved carefully out on the platform, where many other farmers had already left their cans. John and Morris waited until the train drew up at the station, and watched the men as they quickly lifted the heavy cans into a car that was to carry the milk many miles to the crowded city, where there were no green hills for grazing cattle, and where there would be no milk for little people if it were not for the farmers and their cows in the country.

John drove home again. As soon as Morris reached the farm he ran to the pasture and called in gratitude to a friendly cow with a bell hung around her neck: "Thank you, Bossy, thank you, for the good milk that you sent to the little boys and girls that never saw you to thank you themselves!"

The cow only raised her head and answered, "Moo! Moo!"

Don't you think that she meant to say, "Ask the farmer whom to thank! Don't thank me alone!"

TOLD BY MY GRANDMOTHER, JEAN MacNAB.

BY KATHARINE BROWN MINOR, YONKERS, N. Y.

A LONG time ago when my grandmother, Jean MacNab, was a little girl and lived in her father's house with her father, mother and brother John, they had Thanksgiving Day just as we do now; and my grandmother has told me that for weeks before Thanksgiving, preparation was begun for that day, as it was the great day of all the year in that old Vermont town.

In those times there were not many stores; almost everything used was raised on the farm at home. The mother spun the threads and wove the cloth for all of Jean's and John's clothes, and the great spinning wheel that went round and round was Jean's delight. Even the shoes at first were homemade; and when little Jean went upstairs to her room at night, where stood a bed that was so high she had to climb on a chair to reach it, she carried in her hand a candle that she herself had helped her mother make. Jean always liked the candle-light, it made such pretty pictures on the wall. The house where they lived stood in rich meadow land quite a distance from town, and between it and the town was the beginning of a great forest that was as yet unexplored, and was inhabited only by some friendly Indians who still had faith in the white men and their good intentions.

John took a great interest in these tall dark men, who lived such a beautiful, free life; but Jean was very much afraid of them. On one occasion when an Indian mother came to the house and asked help for her little sick baby, Jean ran away and hid; but John stayed and looked on with interest while his mother took the little baby in her arms and told the Indian mother how to use the simple remedies she gave her to help her baby.

That was in the summer time, when the fields were full of grain and corn soon to be cut down and stored for winter's use. All through the long summer days, Jean and John had played out of doors in the warm sunshine and in the edge of the woods where the tall beech trees made perpetual shade. But now the summer had gone and early autumn, too, and at last came Thanksgiving Day.

I have said that there were not many stores. To get to the nearest one it was necessary to go quite a distance through the woods or by a long road that curved around stretches of fields to the village that was the business center in that part of the country.

The day before Thanksgiving, John and Jean were alone with their mother, who was getting the dinner ready. The father had gone away.

it was expected back on Thanksgiving Day. As yet there had been no snow; but on this day the sky was a leaden gray, a few flakes of snow occasionally fell, and the air was chilly.

The good things for the Thanksgiving dinner were almost ready. Nothing remained to be done but to spread the flaky crust over the deep pie plates and to fill them with the golden pumpkin.

The mother said, "Run, John dear, and bring the molasses for the pies." John went and returned with a brown earthen jug that seemed very light. His mother lifted it and slowly drained the last drop of molasses from the jug.

"No molasses to sweeten the pies, so no pumpkin pies for our dinner tomorrow I fear, children." John and Jean looked at each other in dismay.

"No pumpkin pies on Thanksgiving Day—why, mother!" said they both in a breath. What were turkeys, chicken pie, the nuts they had gathered, and the beautiful rosy apples, if there were no pumpkin pie?

John spoke up: "Why, mother, I'll go and buy some molasses. It will not take long to go to the store, and you know I have been there alone before;" and he drew himself up until he looked very tall. John was seven years old. Jean, who was five, thought him very old indeed.

The mother hesitated. There really was no danger. The path through the woods was very direct, and John was a careful boy. He begged so hard that after thinking it over she said he might go. It was only about noon time, and he would

be back before the afternoon was over.

John started out, waving his hand to Jean, who stood in the door to watch him go. It seemed very long to Jean to have to wait. She never liked to be separated from her brother.

The sky now became more gloomy; and soon after John left, the snow, which had come so fitfully all day, commenced falling thick and fast. Jean looked out of the window to see how fast it covered things up, and wondered if the path in the woods was covered, too. She took a broom and, going out, swept the snow away from the steps and walk; but as fast as she made a path the snow came and covered it up. The mother, too, watched from the window as the storm came on. She did not tell Jean how much she wished that John was safe at home, and how she regretted that she had let him go.

The wind now began to blow very hard indeed, whirling the snow along and piling it up till landmarks were obliterated; and still John did not come. Jean and mother watched together at the window till the last ray of light went away and left nothing behind but gloom and a whirling, blinding mass of snow. Jean cried softly. Her mother tried to comfort her by saying that John was probably safe in the little village store, kept there by the storm; but her own heart was full of fear. And so the night came on.

When John left home he walked quickly along the forest path that he

had been over so many times, and reached the store just as the storm began to gather. He knew the man who stood behind the counter, for he had been to the store with his father often.

"Well, John, how is this? Where's your father? You didn't come over here alone, did you?"

"Yes, I came alone; and I want some molasses, for to-morrow is Thanksgiving and mother is going to make some pumpkin pies."

"You are a pretty smart boy to come alone. My Eben would n't think he could go so far on an errand, and he's past eight. Here, take the molasses and hurry along, for we are going to have a storm, I think."

And sure enough they were. It was one of those sudden snowstorms that come down without much warning, like a cloud-burst in the summer time.

The snow blew right in John's face, but he did not mind that; he was a sturdy little New England boy and had been out in snow squalls before. So he trudged bravely on and soon entered the piece of woods that lay between him and his home. How it had changed since an hour ago! Now the ground was all white; the snow was everywhere, covering up the path. It began to get dark, too,—the short November day suddenly seemed to go away. But even this did not make John afraid.

When he had been in the woods nearly half an hour, however, he stopped, for a huge sycamore tree stood directly before him in the path. That had never been there before!

"This is not the right way," John; and he turned back. It was not an easy thing to find the path, for the beech woods have underbrush growing about them many natural paths are found every direction. John walked for a short distance and then stopped again. He did not know where he was. All around him arose the trees, and all about him the snow fell fast.

"I wish papa was here!" John. And then a thought came to him of something his father had said one time. "John, our Heavenly Father is always with us. He protects us, and He will lead us if we trust Him."

So the little boy, alone in the woods and away from home, said to himself, "Take me home again, dear Father." And then he stood still and waited for an answer.

Right through the woods it came. A tall figure came softly toward him out of the gloom, and John called out, "Father!" The tall figure stopped and said: "What's this?"

When John heard the deep, mellow voice he knew that the man was an Indian. He never thought of being afraid. He knew that the Indian would help him. So he told him where he had left the path and could not find the way out of the woods.

Without speaking a word, the Indian lifted John carefully up and carried him through the woods to an Indian encampment. John had never heard of the encampment, but he had never been there before. It consisted of small houses scattered

around one single camp fire that burned brightly in spite of the wind and snow. The Indian stopped here and called out a single word that John did not understand. Then moving in the darkness came other Indians from all sides and gathered round the one who still had John in his arms.

"Lost," said the Indian.

"I want to go home," said John.

An Indian woman came near and looked at John closely in the firelight. "I know the little boy," she said; "he belongs to the kind people. I saw him last summer when my little one was sick. His mother was kind to me and helped me, and I will be kind to him." The quick eyes of the Indian woman had noticed John as he stood near his mother when she visited his house, and now she remembered him. "He shall stay here to-night, and then he shall go back to his own people."

When those who stood around heard what the Indian mother said, they all exclaimed: "He shall go back to his own people."

John thought of his home, and how his mother and Jean would watch and wait for him. So he made the Indians understand that he wanted to go to his home that night, and at the end of two or three hours, when the storm seemed to pass away as suddenly as it had come, John was told that he could go back to his home. The snow no longer fell and the wind had become still; and though the snow was quite deep, that was noth-

ing to the strong Indian, who had often made his way in the face of the hardest blizzards. So when the moon at last came out, the Indian took John again in his arms and started.

As long as he lived John never forgot this journey through the woods on the tall Indian's shoulder. Everything was so white and still! The tall trees were covered with snow, and sometimes the branches were so low that they touched John's head and covered him with snow. The moonlight, making a long, bright pathway before them, showed the arching of the branches overhead, and this made him think of a picture at home of a beautiful church in another country, with many pillars and arches.

But the best picture he saw was when he came near his own home again. A bright light was in the window, for his mother had not gone to bed, but had kept watch through the long hours.

She saw two figures coming in the moonlight, and then heard John's voice calling out: "Mother, it's John! I've come home."

The Indian did not wait after he had placed John on the doorstep, for he, too, had a home and little children that waited for him. But he said: "We did not forget!"

And that was the way the Indians returned thanks to these white people for a kindness shown long before, and helped to make a happy Thanksgiving Day for John and Jean and their loving mother and father.

MY MAMMA.

BY ESTELLE W. CRAMPTON.

WHEN I sit on my mamma's knee,
The nicest stories that can be
She tells, about the times when she
Was just a little girl like me.

She used to like to run and play,
And stay outdoors 'most all the day,
And hunt for eggs out in the hay.
Oh! if my mamma could, some way,

Just be a little girl now, too!
We 'd play and play the whole day through.
A lot of jolly things we'd do.
—If only wishes could come true!

But when I got all tired with play,
Who 'd help me put my toys away,
And tuck me up at night, and pray
To God to keep me till the day?

Who 'd light the fire so warm and bright,
And bring me water in the night,
And call me little "heart's delight"?
—I guess a grown-up mother's right!

A PRIMARY TEACHER'S PROBLEM.

BY ALICE C. HORTON.

GIVEN sixty little children in three grades. To find a way
to dispense with time-killing written work.

I had beginners, first and second grades in a village
school. The beginners were in school the first hour of each
session. The first and second grades remained from nine
o'clock till twelve and from one o'clock till four.

If the children's work be done orally, as the greater part
of primary work should be done, what could classes at their

seats be doing while another class was reciting? A friend suggested water colors for seat work. Delightful! if one could have an assistant, but how could one teacher conduct a class and at the same time superintend the use of water colors?

While seeking a solution of my problem it occurred to me that if I could have one grade in school at a time, the question would cease to puzzle me. I told our principal, who is most kind and sympathetic, of my idea. He thought the plan worth trying and presented it to our Board of Education, who gave us permission to try it for two weeks beginning Sept. 15, 1902. Afterward they decided to continue the experiment until the end of November.

Each grade was in school two hours a day, one hour each half day. The beginners spent the same amount of time in school as before, with this difference, however—my entire attention could be given to them during their stay. The other grades accomplished better work, and nearly as much of it, as they did when in school six hours daily. There was no time for whispering, no time for idleness. Is not the ability to “work while you work” one of the most desirable of accomplishments? Then, too, the nervous strain was greatly reduced for us all.

The children who arrived early played in the school yard until the bell, which was tapped every hour, called them in.

Some mothers objected to the plan because it was inconvenient to get their little ones ready for school at different hours; others disliked it because the children were in the way at home; still others, those who cared more for their children than for their own convenience, were delighted with it. One mother said that her little girl would not have been able to be in school had she been obliged to attend all day.

Since a primary teacher is not essentially a nurse girl, but is expected to teach with the greatest economy of time and nerve force, a good way to be rid of superfluous written drudgery is to have one grade in school at a time.

—*Primary Education.*

Out of all the boys in my college, only *one eighth* had had access to books before they came to the college. When they come to our library how eagerly they devour the books, the masterpieces, saying: “Oh, that I had had these books when I was younger!”

—*Jos. S. Stewart, President of the North Georgia Agricultural College.*

THE SQUIRREL.

RENA I. HALSEY.

Mrs. H. P. HALSE

1. Oh, I'm a lit - tle squir - rel gay, I frisk and fro - ic all the day;
2. Of win - ter storms I'm not a - fraid, So co - sy is the nest I've made:

curl my tail up - on my back. Then sit up straight my nuts to crack.
there I sleep all win - ter long Un - til the blue - bird sings his song.

nuts I gath - er one by one, And home to hide them quick - ly run,
sun my world is then so bright, I wake and ca - per with de - light;

squir - rels like to hide a - way Some nuts to eat an - oth - er day,
frisk and scam - per, leap and play, And chase and fro - ic all the day

KINDERGARTEN REVIEW.

Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., NOVEMBER, 1903.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed, LEICESTER, MASS.

Manuscripts should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

COME, list to a song for the Harvest.

Thanksgiving and honor and praise

For all that the bountiful Giver

Has given to gladden our days.

And thanks for the harvest of
Beauty!

For that which the hands cannot
hold!

The harvest eyes only can gather,
Which only our hearts can enfold!

But the song it goes deeper and
higher.

There are harvests the eye cannot
see;

They ripen on mountains of Duty,

They are reaped by the brave and
the free.

—From *A Song for the Harvest*, by
John W. Chadwick.

IN THE CONTRIBUTORS' CLUB of
the October *Atlantic Monthly* a

writer sets forth in a sprightly way the need felt by the "Guild of the Pen" for a new mark—an allusion mark—"a conventional sign wherewith to make one's acknowledgments when one is adapting, not quoting, another man's phrase."

The writer continues:—

In many instances, to be sure, such a sign would be *banal* enough; no one desires to point the allusion when he elects to write, for example, *The bitter bye-and-bye*, or *Oft in the chilly night*, or *Lest we remember*, or *He awoke one morning and found himself infamous*, or *Persistency, thou art a jewel*, any more than he wants quotation marks for the corresponding Familiar Quotations. Nevertheless, the need I speak of is frequently so conspicuous that I really cannot conceive why nothing has ever been done about it. Suppose I want to make use of a borrowed bit, not *literatim*, but trimmed, twisted, or touched up to suit a special case. Perhaps it is only a matter of altering a tense or a person, or turning "direct discourse" into "indirect"; perhaps it is a more radical modification, keeping at the same time the shape and cadence or other distinguishing feature of the original. Suppose I cannot count on my prospective readers to recognize the adaptation as such, or at any rate to understand that I meant it to be recognized. Suppose, as so often befalls, an explanatory reference, however lightly thrown in, would disfigure my text. Behold a three-horned dilemma: I must become a "thunder-thief" or at least risk being taken for a thunder-thief, or I must wink at clumsy technique, or I must give up my allusion altogether and so, it may be, knock out a telling point that cannot otherwise be made. (I don't take

into account the illiterate and immoral expedient of putting quotation marks to a phrasing that is not accurate quotation.) What am I to do?

In response to this, here is our suggestion, respectfully laid before the Guild of the Pen and the Typographical Union: Why not, for modified quotations, have modified quotation marks? A bar running from dot to dot in each pair of commas, the inverted and uninverted, would offer a simple modification and would look well in type. Its function might be considered that of a bar sinister placed upon the shield of the true quotation! We flatter ourselves that this is an idea worth considering.

THE VISITOR admired the caterpillar box in the kindergarten room. Yes, it was a loan from one of the primary teachers whose father had made it, the kindergartner said as she displayed its sleepy and sleeping inhabitants. The box had a wooden bottom; the top and some of the sides were of finely-meshed wire netting, one side, perhaps more, being of glass; and the wooden framework was painted green. "Good for the father!" thought the visitor. At the side of the room stood a doll's bedstead of black walnut, a marvel of fine workmanship. Yes, the kindergartner's brother-in-law had made this for her when she was a little girl.

The flower stands had not come but "father" was making them. They were to be deep boxes on legs, enough to set the plants right in and father had slipped and potted a fine supply of scarlet geraniums wanted to keep in gorgeous bloom the time! With the bright flower and pretty sash curtains (yes, "father" was making the sash curtains) the window would look very pretty to the children, she was sure. The visitor remembered a kindergartner from another city who said, "Oh! my whole family took the course with me," thought that in this case the kindergarten might be said to be a father's kindergarten.

Yet not only the kindergartner's family had brought their gift of handiwork. Treasures in the cat testified to the kindly interest of friends, who had given shells from California, miniature wooden stories, the Sisters stories, a tiny bale of cotton, and so on. Many of the pictures in the scrapbooks and on cardboard mounts, that made the low table a loved resort, were cut from magazines furnished by the children's mothers.

All this coöperation with the kindergartner for the beauty and completeness of her kindergarten is good for it increases, while it testifies to a public opinion favorable to kindergarten.

garten. For what is the great, powerful, not-to-be-gainsaid "public," after all, but a composite of our fathers and mothers and brothers and sisters and friends?

A CONVENIENT DEVICE noted in a kindergartner's closet was a set of envelopes, each devoted to a special subject or season. For instance, the Christmas envelope, marked by a Christmas picture, contained all the songs, poems, stories, pictures, and suggestions for Christmas work that the kindergartner had collected from time to time. Here they were, ready for reference or use whenever needed. The envelopes were made of strong material—the cloth used for window shades, in fact. They were as stiff and firm as paper, but would not tear.

In the cabinet of this same tidy kindergartner there were no unsightly boxes. Any that were necessary but not presentable, some wooden chalk boxes, for instance, had been daintily covered with white paper. "How do they look in June?" "Oh! as well as they do now. We keep clean as well as begin clean."

"IT SOUNDS AS IF IT WERE meant for the students in an institute of technology!" This was the comment of a listener when the following bit

from an outline of "suggestive kindergarten work" was read aloud:—

How are our homes heated? How is this heat generated? How conducted?

Different means of heating: (1) furnaces—steam, hot air, hot water, gas; (2) stoves; (3) grates—gas, coal, wood. How do the hot air and steam generated in the furnaces reach the different rooms in a building? Will have experiments showing force of steam and how steam rises, using test tubes and teakettle; also experiments showing how hot air rises. Will find the source of heat in homes and at school, tracing, when possible, the pipes conveying the steam or hot air.

Is it not forcing too much of the complexity of modern life upon the little child's attention when all this is introduced into the kindergarten, however playfully? The child's cozily warmed home is and should be to him chiefly an expression of his parents' loving, protecting, cherishing care; and this heart-reaching thought and the universal facts about fire and fuel and the source of fuel in nature, are surely better worth busying his thoughts about than are the details of particular methods of distributing heat.

We cannot keep the weight of a twentieth century civilization off of the child altogether perhaps, but let us, in the kindergarten, deal chiefly with the elemental, basal facts of life and living, and with large, simple truths.

A TRUE TRIBUTE was paid by Rev. Edward Everett Hale to the memory of the Hon. Frank A. Hill, formerly secretary of the Massachusetts Board of Education, whose recent death is grievously felt by many friends and co-workers. After speaking of Mr. Hill as a blessing to the community, and expressing the general thankfulness for all that he had done in the cause of education, Dr. Hale said: "He assumed educational work as

one of the greatest duties God laid upon men. He was not satisfied with a peck of mathematics or a bit of Greek; he wanted to educate the whole nature of the boy and girl equally. He wanted to enlarge the whole nature of the boy and girl. He sought the young teacher who needed encouragement. He lived by the spirit. And how ready he was to enter the larger life! Such a death, leaving a blank in his family and his office, and in the commonwealth,

THE KINDERGARTNER'S HOPE, THE MARTINET'S DESPAIR.

NOT long ago the *Boston Sunday Globe* devoted several of its columns to testimonies given in favor of the kindergarten by educational authorities. Among the eminent contributors was the late Hon. Frank A. Hill, secretary of the Massachusetts Board of Education, some of whose trenchant words were as follows:—

There are two radically different attitudes toward the child's irrepressible activity—that of the true kindergartner and that of the old-time, but by no means extinct, martinet teacher. The former welcomes such activity as a God-given opportunity; to the latter it is mischief let loose and running riot. To the one, freedom is the only field in which the child can gain self-control and grow strong; to the other it is a field for

all sorts of abuses. The one recognizes that the chance to show false is not to deprive the child of the chance to show true; the other, that the chance to show false is too serious a chance to tolerate and should be cut off whatever else befalls. "If privilege is without trial, how cheap a thing is virtue," says some philosopher. "Virtue without the trial and the trial without the virtue," says the kindergartner. "No trial and no risk for virtue's sake," says the martinet, though he is probably to be acquitted of consciously holding such a theory.

And so the child's activity is the kindergartner's hope and the martinet's despair. The one would lead it into ever-improving expression; the other is forever struggling to suppress it. Now imagine the child

started by the kindergartner under the former theory falling into the hands of the martinet wedded to the latter. No wonder there are two discordant attitudes toward the child.

What the kindergartner calls gain the martinet calls loss; but there is not a modern educator of repute who does not here side with the kindergartner. * * *

The world would be vastly better off—its schools, churches, newspapers, reform movements, and kindred

agencies—if it could be persuaded to master the philosophy that underlies this school of sound common sense and high promise—the ideal kindergarten—and to apply the golden maxims of that philosophy to the betterment of human beings. But in such work, the kindergarten has forever a signal advantage, so much easier is it to mould aright the plastic child just emerging from babyhood than the hardening youth or the solidified adult.

SOME EVOLUTIONS IN THE KINDERGARTEN WORK.*

BY ELIZABETH HARRISON, CHICAGO KINDERGARTEN COLLEGE, CHICAGO, ILL.

A FEW weeks ago I traveled over more than a thousand miles of what once was "the prairies of the West," the home of the buffalo and mustang; but what has been changed, in the past fifty years and by the power, energy and foresight of man, into the granary of the world. As the train sped along, hour after hour, through seemingly never-ending wheat fields, I knew that I was gazing upon the potential food of more than ten million people. And yet, all that I saw was the rich black loam of Texas overlaid with a shimmer of green; the warm brown soil of Kansas stretching from horizon to horizon, with scarce inch-high blades between its newly-turned rows—first signs of the coming harvest of ninety

million or more bushels of corn, the amount that Kansas yearly supplies to the world; the darker brown earth of Missouri and the fields of Illinois. Should the harvest of this vast area fail for one season, multitudes would walk the streets of our cities crying for bread. The mightiness of the miracle of seed-time and harvest overwhelmed and awed me. Paul may plant and Apollos water, but it is *God* who giveth the increase.

The past twenty-five years has been the *seed-time* of kindergarten work in America. We can now see the slow unfolding of the seed-thought into the beginning of the mighty harvests by which millions of souls now hungering and thirsting for some evidence of the Presence of God are to be fed.

After fifty years of heroic, self-

* An address delivered before the International Kindergarten Union, at Pittsburgh, Pa.

forgetting struggle for an ideal, Friedrich Froebel said to a friend: "I no longer worry as to the success of my work. If my view of the nature of man is not comprehended for several centuries, it does not matter. In time this will surely come, for it is *God's* message to mankind." He realized that it was a seed-thought which he was planting, and that in good time it must spring up and bear fruit, for had not God implanted the spirit-life in it as he has implanted wheat-life and corn-life in the seed that is sown in the ground?

We therefore must expect that, as time goes on, this kindergarten thought will grow and expand and multiply, and yet not change into something different any more than the wheat-life changes into something different when it multiplies a thousandfold or the corn-life when it springs anew from the ground. Let the thoughtful educator's word, therefore, be Evolution not Revolution.

Shall we examine briefly some of the evolutions that have taken place, first, with regard to the Mother Play Book; second, with regard to the play of the kindergarten; third, with regard to the kindergarten Occupations, and, fourth, with regard to the Gifts.

I. Frau Schrader once told me that soon after the printing of the Mother Play Book she went to Blankenburg to visit Frau Middendorf. Shortly after her arrival, Frau Middendorf produced a copy of the book, saying: "Well, here is Froebel's new book. It cost such a *lot* of money!" And she added, shaking her head sadly: "It will never in the world pay

for itself! Never, never! But Froebel would have it printed!"

See the resolute seed planting through clouds of doubt and cold and criticism. What has already been sown will bring forth the harvest?

Not only has the book been translated into Russian, French, English and used by those nations which have crossed the Atlantic and sent thousands of mothers and kindergartners in America to study it and gain inspiration from it as from few other sources, but it has passed on to far Japan, where the art spirit of that nation has begun its transformation of its external life.

But it has done more than this. Book after book has been written. Some, like Miss Blow's *How to be a Mother*, have revealed fathomless depths in the Mother Play Book that most of us had not dreamed of. Others, like Dr. Snider's *Child Psychology*, have shown how it includes the germ of all organized institutional life, for which many of our educators are still blindly groping. Other books on the Mother Play Book have leaped the boundary line of language and been translated into four or five foreign tongues. This is but the beginning of a series of books that will be begotten. So pregnant is it with vital truth.

But the seed-thought in the Mother Play Book has done more than this. A line of commentaries has awakened the mother hearts of our land, and mothers' classes, mothers' clubs, and a national conference of mothers have sprung up, widening degrees of comprehension.

thought that each child has a divine nature to be nourished and developed according to a divine law, rationally not capriciously; and that the greatest element in woman's nature is the power to nurture and develop this divine spark within the child. Child-study clubs have sprung up among our pedagogues; and even conservative churches and Sunday schools are beginning to realize their need of scientifically trained, as well as earnest teachers for their work with the children.

II. Self-expression through play is as old as the race. Wherever there have been women there has been nurturing; wherever there have been children there has been play. The profound insight of Froebel caused him to take this universal instinct of child-life, this kind of wild cereal (if I may be allowed to continue my simile of the seed-time and harvest), spontaneous in its growth and indigenous to the soil of the human heart, and proclaim that it could be converted into the most nutritious food for the spiritual life of the child, if rightly understood and wisely cultivated.

All close observers of little children know that their free, spontaneous, joyous activity, which we call play, is for one of two purposes: either to give expression to an ever unfolding consciousness of an indwelling force, or to aid them in comprehending the meaning of life outside of themselves. Briefly stated, it is a giving out from the inner world or a taking in from the outer world. Both mean spiritual growth to the child.

The free play with the limbs, such as jumping, hopping, running, etc., are not merely the outcome of "animal instincts," they are the testing by the spirit of its bodily tools. Running against the wind, swinging, climbing trees, jumping off high places, lifting heavy stones, etc., are plays wherein children are trying to see whether or not they can exert more force than the wind, gravitation, adhesion, friction, or other outside power. This tendency of children to exert their bodily strength in seemingly useless efforts is inborn. Through such efforts they learn their own power and the degree of force that they must meet and conquer in mastering the material world. It is this knowledge that has caused machinery to be created by man to aid his body in overcoming these outside forces. Such putting forth of the natural inner force is the first form of the manifestation we call play, and it is an element in education.

But there is another phase of the child's play. Gazing eagerly upon the phenomena of the outside world, he is trying to understand what they mean, and he *imitates* the activities about him in order to search out their meaning. This gives rise to the dramatic or representative games of the kindergarten.

What evolution or growth has taken place in the education of the child through play?

It has not only brought swings, seesaws and ladders into the kindergarten wherever practicable, but the realization that the rhythmic use of the body is the most economic

use of it has caused many charming and varied rhythmic exercises to develop in the kindergarten; and it has demanded that the kindergartner shall have an harmonious, graceful control of her own body. Physical training, therefore, has become an important feature in the kindergarten training schools.

In the dramatic and representative games of the kindergarten there has been evolution but it has been slow. In this field many tares are growing up with the good grain.

What activities shall we select for the child to imitate in his play? Shall they be the fundamental racial activities by means of which the race throughout recorded time has conquered the world of nature—plowing and planting, reaping and threshing, building places of shelter, using weapons against wild beasts and in war, weaving and spinning, bridging of chasms, protecting the weak and helpless, buying and selling, traveling forth and returning, and the like activities of civilization? Shall they be a reproducing of the better kind of activities that occur in the immediate neighborhood of the kindergarten? Shall they be the reproducing of mere traditional rhymes and jingles that have been handed down by thoughtless mothers and grandmothers?

In one case we see a conscientious kindergartner drilling her children in *The Five Knights* because the time has come in the program for the state relationship to be emphasized, regardless of the fact that all the glad outside world is budding with new life and that nature is calling the

child to come out and wonder and worship. Again, an equally conscientious kindergartner will bring a package of prunes, have her children buy them of an improviser, have the prunes wrapped up, taken to a play home in a corner of the room, have the children carefully sort and wash them, step by step sweeten them and then gobble them up,—and all because some woman in the neighborhood chooses to feed her family frequently on prunes. A third kindergartner can be found who will spend a good part of a precious morning in having the children reproduce *Hickory, dock, or some other Mother Goose rhyme* that some child's mother by whim may have called up. And these are extremes, yet they show tendencies toward fruitlessness, are not the true product of the kindergarten seed-thought inhering in the kindergarten play circle.

Certain it is that the play should be simple and childlike; certain also that it should appeal to some interest of the child; but equally certain is it that play, to be educational, should have some *real content*—richer and more universal than the traditional, provided it can be made into *real play* for the child.

III. Let us next consider the occupations of the kindergartner and their evolution.

In her report concerning the National Kindergarten Union and Occupations made to the national Kindergarten Union several years ago, Miss M. M. Glidden said that more than *thirty* new Occupations had been added to the “s

work" as given by Froebel. This much of our work needs a most thorough and searching study. Undoubtedly the great advance in the industrial arts, and the large demand for organized hand work for grades beyond the kindergarten, are necessitating many changes and improvements in the kindergarten Occupations.

In color alone what vast possibilities lie! Froebel indicated the psychological importance of it in his six twisted balls of rainbow colors and also in the somewhat crudely colored papers used for weaving, folding, cutting, etc. In these lay the seed-thought that *color appeals to the emotions*. The purer and more harmonious the colors, the higher the kind of emotion. There are colors that shriek at and tear each other; there are others that chill and make dull all other colors that happen to be near them; and there are colors, single and combined, that gladden the eye of every beholder and fill with joy the heart of a child.

This color seed-thought has taken root and grown prodigiously. Our kindergarten walls are tinted in soft greens, pale yellows or other agreeable colors; our curtains and screens are selected with the utmost care that they may harmonize with the walls, and the things made with our Occupations are art products. Every well informed kindergartner now knows how to produce simple harmonies by the use of one dominant color with its tints and shades, or by crossing the color disk and combining complementary colors (not the strong

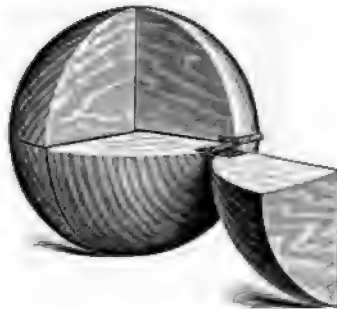
reds and greens, blues and oranges, yellows and purples, but the more subtle and charming yellow-reds and yellow-greens, etc.). She knows that harmonies simple enough to be enjoyed by any child can be produced by combining any of the standard colors with the contrasting neutrals, black, white, silver, gold, gray or brown. Then comes the advance in the use of color, where analogous harmonies are made, and, most beautiful of all, perfected harmonies.

IV. Last of all, let us examine the Gift work and see what can be found there of growth or evolution.

Perhaps because geometry is so mighty a science and because the thought of what Froebel calls *Ahnen* is so subtle and profound, the seed-thought in the Gifts has been slower in growth than that in any other of the kindergarten instrumentalities. In the main, we have confined ourselves to the Gifts as given to us by Froebel, although he himself distinctly stated that he had not completed the full series.

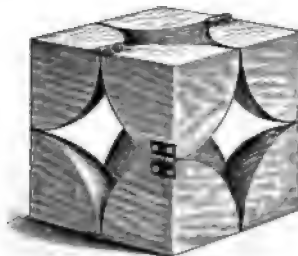
We have all held the Gifts in a kind of awe, feeling if not being fully able to explain that they meant far more than mere geometric forms selected as convenient for building. We have devoutly stated that they corresponded to the child's inner growth and aided it. But psychology has come into existence as a distinct science since Froebel's day and demands a clearing up of our terms. It will not accept our traditions but demands our demonstrations. We say that "the cube is the opposite of the ball," that it is "the inner made

outer," and therefore helps the child to outer or utter what is within him. Our psychological professor then says: "Ah!—excuse me—but just what do you mean by that statement?" and his tone says more than his words. We study our precious symbolic Second Gift and the hinged ball* appears. Then we tell the story



of the child who, having played with a hinged ball for some time, turned to his teacher and said: "I knew that apples had seeds inside of them, but I never knew that *balls had corners* inside of them!" and of the rejoinder of his little friend: "Well, I guess everything has things inside of them!"

The use of this hinged ball tells our professor of psychology better than words can, how the cube is lit-

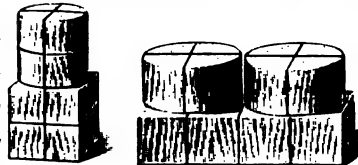


erally the opposite of the sphere, how it is the *inner* of the sphere *outered*,

*Invented by Miss Florence Lawson, Los Angeles, Cal.

and therefore is a counterpa- child, who is constantly out- uttering his inner self. Pe- will say: "An analogy mer- proves nothing." Let our i- "The invisible things of G- the creation of the world, ar- seen, being understood by th- that are above."

Again, the realization forms must unfold has pro- number of building Gifts i- much-derided cylinder. The- curves into the building ma- well as straight lines and- make possible the child's- in the Roman or Romanesc- of architecture. The sym-



"forms of beauty" are no lon- fined to the few examples th- bel left as illustrations of- that wooden blocks could be- "dance in rhythmic moveme- in an almost unlimited way th- feeling of the inner "outerin- and the outer being "innerec- ereased. "A vague term, term," says our professor of- ogy. But when we show h- or more designs made by a- twenty in less than fifteen- each different from all the oth- yet every one made to illust- one idea of radiating from- out, he begins to see that our- the wild statements of ent- but deluded women. The or-



tion: "Make a series of forms, one unfolding from another, and all with a distinct center, by gradually enlarging from that center with each new move of the blocks," will produce, when given to children well trained in kindergarten, who have learned to *think in forms* as well as in words, as many beautiful and symmetrical forms as there are children multiplied by the number of steps asked for. Why, then, are we accused of limiting the child's inventive power by having him use organized material, any more than we limit him by teaching him to use organized language when he constructs with words? Does not the criticism come from too limited knowledge of the right use of her

were indicated by Froebel in his *Pedagogics of the Kindergarten* when he divided the cylinder according to its axial planes and when he sug-



gested concentric cylinders, — one within another. This new Gift represents merely the putting together



materials on the part of the kindergarten, rather than the too limited possibilities of the materials themselves?

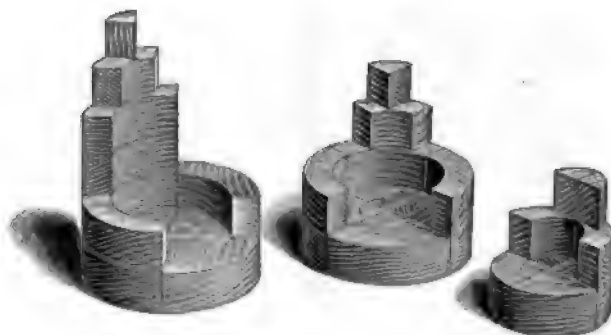
Finally, let me call your attention to the new curvilinear Gift which has recently been invented by Miss Belle Woodson, although the elements of it

of these two principles of division of form, yet by means of it we are introduced to a whole new world of beauty in architectural constructions and to still more in the rhythmic forms of beauty.

So we see the kindergarten gradually unfolding or evolving in many

ways as the larger meaning of it unfolds to us. And yet it remains ever symmetrical, orderly, beautiful, carrying forward in outer expression the suggestion of the unfolding that is going on within the soul of the child. Let us never forget that the kindergarten thought is an advancing re-

ligious thought, not a mere series of pedagogical devices. It may take patience, courage and faith to stand by so high an ideal, but, after all, high ideals bring with them the needed strength to will and to do, and make life worth living and work worth doing.



THE STUFF OF THE REPUBLIC.

BY LOUISE MANNING HODGKINS.

SHE did not look heroic. She came rather breathlessly into the car and hurried nervously to the center to secure the turning of a seat before it would be too late to find two together vacant. After her trudged and toddled three little boys, while the fourth she dragged along by the hand. Her tickets, securely fastened in a prominent place that they might give her no further concern, betrayed that she was going to Oklahoma; but now she was in North Dakota.

An opportunity to do a kindness in the way of furnishing temporary amusement to two of the little boys brought out her story.

Yes, she had always lived in North Dakota; her folks had lived there, too, but they emigrated from New York; they had been rangers. Her oldest—and she looked with a glance of maternal pride at a nine-year-old midget who seemed not an inch taller than seven—had been herding cattle since last June and had earned fifteen dollars a month. His father had gone ahead to reconnoiter. It was partly on account of Jimmy she was moving; the cowboys took delight in teaching the little cowboys to swear, and sometimes gave them whisky to drink just to see how queer they would act. She was going to bring

her boys up to be good men, and somehow—she did n't know how—they were going to be educated, too.

Yes, it was dreadfully lonesome to go away from one's folks—and here a little choke came into the voice—but you must think about the future of the boys.

To catch this early Monday morning train she had had to start Sunday evening, but only just a little ways. She had hoped to find a steamboat or a "kerosene boat" to take them across the Missouri, but they could get only a common rowboat which was partly full of water, and there was a pouring rain. They all got drenched and covered with mud, and it was a long walk, more than a mile, to her aunt's where she spent the night.

Yes, the babies were tired, but that was nothing to the mud. You ought to have seen their clean, brown linen suits! She had put the children to bed at once, but it was Sunday, and neither she nor her aunt would think of washing on Sunday; and yet those children's suits had to be washed, and her own wool dress, too. She could n't go on a journey looking so. When the children were asleep, she waited till after the clock struck twelve, and

it took her till six o'clock Monday morning to dry and iron those five suits. O, no, she did n't lie down at all. Yes, she was a little tired; but the children had slept, for which she was so glad. It would be only three nights and four days more before she could reach the end of her journey, and then—

"Who is it, baby dear, that you're going to see?"

"Papa! Papa! Papa!" with a seraphic smile gurgled the baby, and "Papa! Papa!" echoed the three older boys.

"He has been gone since February, you see," said the mother apologetically.

"No," she went on, "I could n't take a sleeper; the children are so small they can lie down in the seats, taking turns. I am sorry their clothes are getting a little rumpled already, but I have a fresh dress for baby when we get to Kansas City."

I had reached my station, and with a hearty "Godspeed" went on my way thinking of that Sunday night—no, I beg her pardon—that early Monday morning's washing. And she did n't look like a descendant of Jonathan Edwards, either!

—*The Congregationalist.*

PRIVATE generosity in Salt Lake City is giving the school children the full year of schooling which the municipal authorities have failed to provide. Money was lacking for the teachers' salaries, and, but for a popular rally, the schools would doubtless have closed, temporarily, at least.

OUT-OF-DOOR KINDERGARTEN WORK IN COLORADO SPRINGS.

BY MARGARET B. SPEER, COLORADO SPRINGS, COL.

BECAUSE of the exceptional climatic advantages and the great desire for out-of-door life in Colorado, an out-of-door kindergarten was established early in 1900. One can scarcely imagine a more ideal climate for this work than in this beautiful "City of Sunshine," where there is comparatively little severe or unpleasant weather during the year. Even on the coldest days, because of the wonderful dryness of the atmosphere, to be in the sunshine is all that is needed for warmth and comfort.

Through the kindness of a parent of one of the pupils, we used a barn, where the southern exposure to the brilliant Colorado sunshine gave us all the heat necessary. This room, furnished with its piano, pictures and other necessary kindergarten paraphernalia, was a most charming, as well as an unusual room. The fourth side was entirely open to the playground with its sand table, May-pole, ladder, seesaw, and other appliances needed for exercises and games. Adjoining the playground was our garden, which never ceased to be interesting to the children. Each child had his individual plot of ground to prepare and plant. After familiar-

izing themselves with the different vegetable and flower seeds, each pupil chose his own packages of seed and planted them. The kindergarten being continued through the summer months, gave opportunity for perfecting this work, and there was a profusion of flowers and abundance of vegetables, from which the seeds were gathered and saved for the gardens another year. We stored the pumpkins and used them for Jack-o'-lanterns on Hallowe'en and for pies later. No pies ever tasted better than those from their own pumpkins.

Another interesting feature in connection with the work was our weekly excursions. From early spring to late fall, trips were made to cañon and plain in search of the beautiful Colorado wild flowers. These were gathered, pressed and mounted for our herbariums. Many other excursions were taken to places of interest. The dairy farm, the beaver dam, the coal mines, etc., were visited, and the results obtained from these trips showed especially in the clay and sand modeling. One of the most interesting excursions was for frogs' eggs early in the spring. We made an aquarium of a large wooden tub, and

the development of the egg into the frog was watched with keenest interest and pleasure.

This healthy out-of-door life proved so attractive that by the end of the second year a much larger

place was necessary to accommodate the number of pupils. From this modest beginning in 1900, the Ferris School was incorporated,—to-day a most flourishing and popular institution.

CONCERNING THE TEACHING OF ART.

“WE find two elements in every work of art,” says Dr. Denman W. Ross of Harvard University,—“the motive of it and the performance of it. The motive of it may be good or bad; the performance good or bad. We may have the fine performance of a bad motive, the bad performance of a good one. Is it useful, right, true? Those are questions of science or philosophy. Is it well done? That is the question of art. The wisdom of life lies in science or philosophy, the power of life lies in art. To give the wisdom of life without the power or the power without the wisdom is a mistake.

“It means, in one case, people who know what ought to be done (critics) who cannot do anything; in the other case, people who can do things, but know not what to do. The wisdom of life and the power of life

must be given both together, this in all cases of teaching.”

Dr. Ross in teaching the art of painting tries to give his pupils a knowledge of the best thought that has been put into painting, that they may have fine impulses. At the same time he gives them a great variety of technical exercises so that they may have the technical ability to follow their impulses.

His object is twofold—to give his pupils the wisdom of life, which is science, and the power of life, which is art. Thucydides says of the Greeks that they had the singular power of thinking before acting, and of acting, too. That is what we want, as the outcome of our teaching, whether it be in the school, in the college, or in the university. We do not want an impotent idealism, but a potent one.

RECENT LITERATURE.

BOOK REVIEWS.

GRIMM'S BEST STORIES. Standard Literature Series. University Publishing Co., New York, N. Y. \$0.12½.

It is a pleasure to call attention to this small volume of fifteen fairy tales, printed in clear type and issued at such a very low price. They are well edited, and are adapted for pupils of third reader grade.

TALES FROM WONDERLAND. By Rudolph Baumbach. Translated by Helen B. Dole. Adapted for American children by W. S. M. Silber. A. Lovell & Co., New York. \$0.30.

Although these wonder tales have passed through the hands of a translator and an adapter, they have not been robbed of their native simplicity and humor. In them all, the sturdy peasant of the Thuringian forest region, the animals of forest and farm, and the fairy folk are well depicted; but some of the stories, like *The Christmas Rose* and *The Witching Stone*, have a vagueness and uncanniness about them that is disappointing, and that will not attract American children. *The Water of Forgetfulness*, however, *The Donkey's Spring*, which has delicious bits of humor, and *The Magic Bow*, are good additions to our fairy lore.

FAIRY TALES FROM THE SWEDISH. By G. Djurklo. Authorized translation by H. L. Braekstad. Frederick A. Stokes Company, New York. \$1.20 net.

The source of this volume is the collection by Baron Djurklo of Swedish Fairy and Folk Tales, a collection which has hitherto escaped the notice of folk lore seekers. The eighteen stories are typical old tales, some of them well known in slightly different versions, while others are entirely new. The translator has made a most successful endeavor to keep the humorous and colloquial style of the original, and, whatever the subject, the reader gets constant amusement from the racy sayings that are sprinkled all through the stories. The book is not one for young children; but older boys and girls who are still fairy lovers will enjoy the

stories greatly. The illustrations in the body of the book are by T. Kittelsen and E. Werenskjold, two well-known Norwegian artists, and the frontispiece is by Carl Larsson, "the prince of Swedish illustrators." They are strong and expressive, and what the stories call for; but what unlovely creatures do they represent in their old men and women!

AGRICULTURE FOR BEGINNERS. By C. W. Burkett, F. L. Stevens, and D. H. Hill. Ginn & Co., Boston. \$0.75 net; postage, \$0.10.

Three professors of the North Carolina College of Agriculture and Mechanic Arts — the professors of agriculture, biology, and English — have joined forces in the making of this apparently flawless book. The publishers have done their share in giving it paper and type of fittingly excellent quality, and the pictures, lavishly introduced, are not only pleasing for their soft clearness, but most telling for the photographic proof which they give of the statements in the text.

The state institution which has men in three departments capable of working sympathetically together in the production of a book like this, is to be congratulated. Young people who get a chance to study the book will gain from it the kind of knowledge that young America is especially in need of, and a fine inspiration to go out and do intelligent work in field or garden.

A BROADER ELEMENTARY EDUCATION. By J. P. Gordy. Hinds & Noble. New York.

The author states that this book is written primarily for college or normal school graduates occupying positions which make it their duty to shape the educational policy of their communities, and for students preparing for such positions. He has also had constantly in mind those "earnest, enthusiastic, and capable teachers who, in characteristic American fashion, are trying to remedy the defects in their early education by present arduous preparation for their chosen work."

The discussions cover, in a cursory manner, the field of modern ideas regarding elementary education. While not abstruse or detailed, they are characterized by soundness and judicious poise.

DISCOURSES ON WAR. By William Ellery Channing. With an Introduction by Edwin D. Mead. Ginn & Company, Boston. \$0.50 net.

The promulgation of these strong, converting discourses is a patriotic mission undertaken by the International Peace Union, aided by Mr. Edwin Ginn, the Boston publisher, whose heart is in the cause of peace through arbitration rather than war. The cheap price puts the book within the reach of anyone desiring it. Would that every man and woman would read it! Its arguments are unanswerable.

IN HAPPY FAR-AWAY LAND. By Ruth Kimball Gardiner, from tales told by Frances P. Kimball. Zimmerman, 156 Fifth Ave., New York. \$1.50 net.

The inhabitants of Happy Far-away Land purport to be the original folk by whom and about whom the Mother Goose Rhymes were written, so the children will meet familiar characters all through these stories. The swift snap-shots at them that the old rhymes give, however, are enlarged and filled out, and often present quite a different picture of the personages from what we have had before. The stories are gentle and quiet, with no evils or sorrows beyond those that children come to in their own experience, and these are usually the result of disobedience or laziness or other childish fault. Repentance and forgiveness bring reformation and every story ends happily. The book contains one story, The White Knight, to which we would call attention as the best in the book and also as one that is good for kindergarten use. The illustrations, by Howard Smith, will be understood and liked by the children.

THE MOTHERS. By Edward F. Hayward. Richard G. Badger, Boston. \$0.75.

About seventy-five years ago the little town of Northborough, Mass., received a gift of money from a former citizen who desired to show his appreciation of the place of his birth and of the home love and care that had surrounded his early years.

By the terms of the bequest the larger part of the income is devoted to the support of the Unitarian church, then the only one of the town, the remainder being added to the principal and allowed to accumulate.

When, however, the income reaches a fixed sum the excess is to be expended in a unique manner. A committee of ten, five men and five women, elected by the vote of the people, is to choose "the best mother of the town," and to the one so selected a prize of fifty dollars is to be awarded, this being repeated every third year for all time. While the date of this award is still far distant, the spirit of the bequest deserves recognition, and in *The Mothers* the author pays a just tribute to the emphasis on "fair motherhood." The production is in the form of a dramatic poem, the scenes of which are laid in the old town at the time that a Mothers' Festival is to be held and the prize awarded for the first time.

The "examiners" have found their task a difficult one but have been aided in their final choice by a little girl who presents the claims of her mother, to whom the award is given as the one

"Who love and wisdom most effectively
Mixes in compound."

Throughout the less than thirty pages of the book there may be traced the honor and reverence felt for the mother, told in lines that are a fitting form for the worthy theme.

The Song of the Mothers will find a quick response in the hearts of those who are called upon to nurture children and all will gladly echo the words of the closing speaker

"Fair shines the sun this hour of our award,
And fairer henceforth for it thro' the land
The name and state of motherhood."

WEBSTER'S NEW STANDARD DICTIONARY OF THE ENGLISH LANGUAGE. Laird & Lee, Chicago. Library Edition, \$2.50; School Edition, \$1.50.

An abridged dictionary has its use and place, and this one, brought out under the editorship of Prof. O. H. L. Schwetzk, seems well calculated to serve its purpose satisfactorily. The type is exceptionally clear, yet the volume is of a handy size. Besides the dictionary proper, which fills 666 pages, there are dictionaries of biography, geography, biblical and classical names, musical terms, abbreviations and foreign phrases, metric system tables, and a page on proof reading. There are 900 illustrations, 30 being full page.

BOOKS RECEIVED.

G. W. DILLINGHAM CO., NEW YORK.
Picture Books for Children. By W. W. Denslow. Paper, \$0.25 each. Mounted on linen, \$0.50 each.

LAIRD AND LEE, CHICAGO. Webster's New Standard Dictionary. \$2.50. School Edition. \$1.50.

UNIVERSITY PUBLISHING CO., NEW YORK. Grimm's Best Stories. (Standard Literature Series.) \$0.12½.

GINN AND CO., BOSTON, MASS. Insect Folk. By Margaret W. Morley. List price, \$0.45. Ways of the Six-Footed. By Anna Botsford Comstock. List price, \$0.40. New Latin Grammar. Edited by J. B. Greenough, G. L. Kittredge, A. A. Howard, Benj. L. D'Ooge. Mailing price, \$1.30. Lessons in Astronomy. By C. A. Young. Mailing price, \$1.40. A Latin Grammar. By W. G. Hale and C. D. Buck. List price, \$1.00. Medial Writing Books. By H. W. Shaylor and G. W. Shattuck. List price, \$0.50 per dozen. Medial Spelling Blanks. By H. W. Shaylor and G. W. Shattuck. List price, \$0.42 per dozen.

THE MACMILLAN CO., NEW YORK. The Children Who Ran Away. By Evelyn Sharp. \$1.50.

R. H. RUSSELL, NEW YORK. Innocent Industries. By O. von Gottschalk. \$1.25.

HARPER AND BROTHERS, NEW YORK. Orchard-Land. By Robert W. Chambers. \$1.50. The New Boy at Dale. By Charles E. Rich. \$1.25. The Story of Peter and Ellen. By Gertrude Smith. \$1.30.

LITTLE, BROWN, AND CO., BOSTON. Jack, the Fire-Dog. By Lily F. Wesselhoeft. \$1.00. The Giant's Ruby and Other Fairy Tales. By Mabel Fuller Blodgett. \$1.25. Elizabeth's Charm String. By Cora B. Forbes. \$1.20. The Princess Kallisto and Other Tales of the Fairies. By William Dana Orcutt. \$1.50.

L. C. PAGE AND CO., BOSTON. Our Little Chinese Cousin. By Isaac Taylor Headland. Our Little Norwegian Cousin. Our Little Siamese Cousin. Our Little

Italian Cousin. Our Little Swiss Cousin. New volumes of The Little Cousin Series by Mary Hazelton Wade. 50 cents each. Sandman: More Farm Stories. By William J. Hopkins.

HENRY ALTEMUS CO., PHILADELPHIA. How Bessie Kept House. By Amanda M. Douglas. \$0.75. The Story of the Golden Fleece. By Andrew Lang. \$0.75.

McCLURE, PHILLIPS AND CO., NEW YORK. Kings and Queens. By Florence Wilkinson. \$1.20. Wally Wanderoon and His Story Telling Machine. By Joel Chandler Harris. \$1.60. McClure's Children's Annual, 1904. By T. W. H. Crosland. \$1.50.

THE CENTURY CO., NEW YORK. The Book of Children's Parties. By Mary and Sara White. \$1.00.

HOUGHTON, MIFFLIN AND CO., BOSTON. Rebecca of Sunnybrook Farm. By Kate Douglas Wiggin. \$1.25.

EDUCATIONAL READINGS IN RECENT PERIODICALS.

PLAY AS AN EDUCATION. By Dr. Woods Hutchinson. Contemporary Review. September.

OUR FARMER YOUTH AND THE PUBLIC SCHOOLS. By Prof. Willet M. Hays. "LEARNING BY DOING" FOR THE FARMER BOY. By O. J. Kern. American Monthly Review of Reviews. October.

THE SEPARATION OF THE CHURCH FROM THE TAX-SUPPORTED SCHOOL. By William T. Harris. EDUCATION AS A UNIVERSITY SUBJECT. By William H. Burnham. Educational Review. October.

THE CHILDREN OUT OF SCHOOL HOURS. By Lillian W. Betts. The Outlook. September 26.

NEW YORK RECREATION CENTERS.

Nothing in the recent educational history of New York city is more remarkable than the growth of the vacation schools and playgrounds and the recreation centers. The scope of the work in the recreation centers is extensive, inasmuch as the age limit of those who may attend is fifty years.

The intention, when the recreation centers were established, in 1899, in the borough of Manhattan, was to provide places of instructive entertainment for young people, who might otherwise spend their leisure time in roaming about the streets, in mischief or crime. In many cases, however, when the centers were opened, a large number of persons of advanced years appeared and were admitted to the benefits of the system.

The centers are open six nights a week, 7.30 to 10 o'clock. Those who attend are under no restrictions, excepting that of good behavior, and may come and go at will, the attractiveness of the pastimes arranged by the teachers in charge alone being relied upon to keep up interest and to insure regular attendance.

The plan followed in each center is to divide the yard of the school building into two sections, in one of which is a well-equipped gymnasium, including parallel and horizontal bars, horses, spring-boards, jumping poles, Indian clubs, and swinging rings. In some of the schools shower baths have been installed, and they have proved so beneficial and successful that all the gymnasiums will have them in time.

The other portion of the playground is set apart for libraries and quiet games. Books are supplied, from fifty to one hundred books a month being supplied to each center, according to the requirements.

A special feature was made during last year of the literary and club work. Rooms were set apart in the upper part of the school buildings for the use of literary clubs and debating societies under the guidance of competent men and women. The club period was divided into the business and literary meetings, the business of the respective clubs being transacted by the members, with few suggestions from those in charge of the centers. Dues of three or five cents were imposed, and the money thus accumulated by the members was used for various purposes, including the purchase of gymnasium suits, for outings, and other objects. In this way the pupils were guided and taught how to govern themselves. This feature will be continued.

It is the endeavor of those in charge of the centers to make them, as much as possible, social centers, where the residents may meet and be of mutual benefit to each other in spending their evenings pleasantly and profitably.

Last year, some forms of the industrial work carried on in the vacation schools, such as basketry, Venetian iron working, carpentry, etc., were introduced, and it is intended to add this everywhere to the use of the centers.

The best idea of the system may be gained by the following figures of those taught in the centers in the following occupations: Basketry (boys), 18,612; basketry (girls), 17,040; bench work, 7,882; burned wood, 961; chair caning, 451; embroidery, 7,013; fret sawing, 2,271; knitting and crocheting, 3,081; leather, 2,445; millinery, 15,078; sewing, 21,378; social occupations, 50,817; Venetian iron, 9,682; whittling, 1,470, and weaving, 364; total, 158,485.
—*School Journal*.

KINDERGARTEN NEWS.

Miss Susan E. Blow will give a course of five lectures on Froebel's Mother-Play at Chipman Hall, Tremont Temple, Boston, Thursday afternoons at three o'clock, beginning November 12. Subjects: November 12, Little Brothers and Sisters, or Preparing the Soul for Religion; November 19, Numbering the Fingers; November 24, The Finger Piano, or Esthetic Education; December 3, The Knights and the Bad Child, or The Causes and Cure of Ill Temper; December 10, The Hiding of the Child, or The Root of Deception and How to Uproot It. Tickets for the course, at \$2.00 each, can be had on application to Miss Laura Fisher, 68 Marlborough street, Miss Mary C. Shute, or Miss Caroline D. Aborn, Normal School, corner Appleton and Dartmouth streets. Miss Blow will give a course of five lectures on the Bible, Monday afternoons at three o'clock, beginning November 16. Subjects: November 16, The Gospel of St. Mark; November 23, The Gospel of St. Matthew; November 30, The Gospel of St. Luke; December 7, The Gospel of St. John; December 14, The Apocalypse. Tickets for the course at \$3.00 each can be obtained on application to Miss Fisher.

The Froebel Training Class of Kansas City, Mo., graduated six kindergartners at its second annual commencement.

Henry Altemus & Co. have just issued *Half-a-Dozen Housekeepers*, a story for girls by Kate Douglas Wiggin. This was Mrs. Wiggin's first literary effort, printed in *St. Nicholas* nearly twenty years ago. It has been thoroughly revised and this is its first appearance in book form. Mrs. Wiggin's latest and longest book, *Rebecca of Sunnybrook Farm*, is published by Houghton, Mifflin & Co.

Cleveland, O., is to have for its new kindergarten supervisor Miss Mabel McKinney, who knows the city conditions well, having been for four years head of the training school of the Cleveland Day Nurs-

ery and Free Kindergarten Association, and supervisor of the association's kindergartens.

At Portsmouth, O., Miss Elizabeth Ricker has charge of the Jefferson street kindergarten and Miss Edith Moore of the Sixth street.

Miss Dyer, of Watertown, Mass., opened a kindergarten at Belmont, Mass., October 15.

The following lectures for mothers and teachers were given in October under the auspices of the Chicago Froebel Association, the Chicago Free Kindergarten Association and the Chicago Kindergarten Institute: Five lectures on the application of Froebel's principles in elementary education, by Miss Summers, a public school teacher; lecture on *The Fun and Philosophy of Hans Christian Andersen*, by Miss Marie Shedlock of London; two lectures by Professor Earl Barnes on *The Growth of Children's Ideals*, and *Children's Attitude toward Punishment*.

The first of a series of mothers' meetings was held in the Winchester kindergarten at New Haven, Ct., October 1, when Principal Knowlton discussed *School Discipline*.

Miss Virginia E. Graeff, formerly supervisor of public kindergartens in Cleveland, O., is now making her home at the Gertrude House, Chicago. Her work for the winter will be giving courses in *Child Study*, *Nature Study*, *Pedagogy*, *Stories*, *Art and Picture Study*, with special courses also for mothers and librarians.

The free kindergarten of Champaign, Ill., supported by the Dorcas Society is full to overflowing and a list of children waiting. Another free kindergarten will soon be organized in connection with the College Settlement work in the north end of the city.

Miss Valentine Prichard, formerly kindergartner and training teacher at St.

Helen's Hall, Portland, Oregon, is now in charge of the lower school connected with the University Preparatory School kept by Miss Harker and Miss Hughes at Palo Alto, Cal. The work in Miss Prichard's department will be on the same plan as that in the Dewey School in Chicago, with kindergarten principles and methods applied to the higher grade work.

Miss Sybil Gage of Concord, N. H., opened a kindergarten, October 1, at Concoocook.

The free kindergarten at Galesburg, Ill., has begun another year's successful work under Miss Luther Hazzard, who has twenty children under her charge.

At the annual meeting of the Springfield (Mass.) Kindergarten Club the following officers were elected: President, Miss May L. Price; vice-president, Miss Maud Burnham; secretary, Miss Ora Batchelder; treasurer, Miss Minnie Spear; auditor, Miss Anna L. Johnson; executive committee, Miss Clara M. Lewis, Miss Lulu Allen, Miss Elizabeth Bangs.

The seventh year of the Bar Harbor (Me.) kindergarten, has opened with promise—more than thirty-five names being enrolled. A change has been made in the kindergarten this year. The fall term closes at Christmas, after which there will be a vacation of three months during January, February and March. Kindergarten opens again in April and continues through the summer as usual. The kindergarten mothers' meetings began Wednesday afternoon, October 7.

Four pianos have been presented to the public schools of Moline, Ill., for use in the kindergarten departments. They are the gift of the Free Kindergarten Association, which so successfully operated the kindergartens for several years, and which, at the spring election, worked so diligently to have the kindergartens as a part of the public school system.

The Pestalozzi-Froebel Kindergarten Training School opened its seventh year at Chicago Commons, September 29, with an increased attendance. Professor George L. Schreiber, artist and member of the faculty, gave the opening address, discussing the relation of the kindergarten to industrial art.

Miss Josephine Hatch has opened a kindergarten in the Burr Block at Bangor, Me.

Miss Lulu Clare of Preston Springs, Ontario, who conducted a kindergarten at

Bath, N. Y., three years ago, has returned for another year. She has organized a class of twenty-five and has her kindergarten in the Shannon building.

The opening meeting of the Philadelphia Branch of the I. K. U. was well attended. The special features of the afternoon were an address by Miss Caroline M. C. Hart, formerly of Baltimore; and the presentation of a picture to the Kindergarten of the School of Observation and Practice, in honor of Miss Anna Hallowell. Miss Hart spoke of the meaning of true freedom; of the spontaneous right action, unprompted by the "I ought," which was the measure of the well recognized laws of life. The entire country, as well as Philadelphia, owes Miss Hallowell a debt of gratitude for her enthusiastic and continuous labors in behalf of the kindergarten, when it was a new movement in America. We especially have much to be grateful for in her constant efforts to improve the standards and to have the kindergartens incorporated as a part of the regular school system of the city. It is our intention to each year present a picture, well framed and suitably inscribed to a kindergarten, as a tangible proof of our recognition of her services.

On behalf of the society, Miss Williams presented "Madame Le Brun and her Daughter," which was accepted for the kindergarten, in a graceful little speech, by Miss Hall, principal of the school.

We are promised an unusual treat this year, having secured Mr. Walter Damrosch for a series of six lecture recitals on Wagnerian opera. The general public will have an opportunity to purchase tickets also, so we hope for large and enthusiastic audiences.

V. B. J., *Cor. Sec.*

Madam Kraus-Boelté's lectures at the New York University the past summer were a great inspiration to the kindergartners who had the pleasure of enjoying the privileges of the course. Madam Kraus-Boelté stands alone as the most spiritual kindergartner of to-day. Her lectures covered every phase of the work—revealing Froebel's philosophy of the Gifts and Occupations and the spiritual significance of play. It was truly refreshing, after the confusion of elaborate materials and sentimental methods, to drink from a fountain of true kindergarten principles.

ELIZABETH MCCRICKETT.

Miss Ella Currier opened a kindergarten at Lawrence, Mass., October 5.

Miss Alice O'Grady, who has been in charge of the kindergarten department of the State Normal School, New Britain, Ct., has accepted a position as principal of the kindergarten department at the Normal School, Chicago. The work there will be somewhat reorganized with the view of bringing it more closely in touch with the city kindergartens. Miss O'Grady has been successively principal of a public kindergarten in Toronto, Canada; principal of kindergarten in Mrs. Quincy Shaw's Marlborough street school, Boston; principal of the Friends' Kindergarten, Baltimore, Md., and assistant to Miss Caroline Hart in the Baltimore Training School; director of primary classes, Montreal High School; and for the past six years head of the kindergarten department at the New Britain Normal School.

The free kindergarten at Little Rock, Ark., which is maintained by the Mothers' Club, reopened October 5, for the fall-winter session, under the direction of Miss Lucy Leymer and Miss Irma Chinski. Thirty-three children were in attendance and many visitors were present.

The Chicago Kindergarten Club held its first meeting of the season Saturday, October 10, at the Chicago Woman's Club, Fine Arts building.

The annual meeting of the Fall River (Mass.) Free Kindergarten Association was held October 10, at the home of Mrs. Clark Chase, No. 411 Prospect street.

In the *Journal of Education* from October 1 to December 3 will be found Ten Salary Studies, a series of articles on the salaries paid to teachers in different localities. The first of the Studies concerns itself with Iowa, and states that the average annual salary of men teachers in that state is \$296.08 and of women teachers \$251.60.

The kindergarten department of the Rhode Island State Normal School is overcrowded with applicants for kindergarten training. The number of applicants is so large, in fact, that some of them will be obliged to take the general course instead of the kindergarten course.

The Albany (N. Y.) Kindergarten Association has elected the following officers for the ensuing year: President, Miss Anna L. Hardie; vice-president, Miss Margaret Pearce; recording secretary, Miss Katherine W. O'Connor; corresponding secretary, Miss Curry; treasurer, Miss Hortense L. Meyeur; librarian, Miss Weldon. The association will meet on the second Saturday of each month, at the Normal

College, and it has been decided to have a specialist lecture at each meeting. Miss Jane Addams of Chicago will lecture during the month of March.

The Under-Age Free Kindergarten Association resumed its good work in the poorer districts of St. Louis, under the supervision of Miss Eunice Janes, September 28. The officers of the association are: President, Mrs. George A. Madill; first vice-president, Mrs. G. A. Finkelnberg; second vice-president and corresponding secretary, Mrs. T. G. Meier; recording secretary, Miss Marie Pequet; treasurer, Mrs. Edward Wyman.

A free kindergarten was opened in the Steele school at Colorado Springs, Col., September 23, with an attendance of twenty-five children, under the care of Miss Catherine Grayson, assisted by Miss Newsome and Mrs. Emma Cockrill.

As a result of steps taken by Superintendent Randall J. Condon of the Helena (Mont.) schools, the Helena kindergarten council has been formed for the purpose of making a thorough study of kindergarten methods in order that the members may keep in touch with all that is latest and best in this department of work. The meeting for the formation of the council was held in Superintendent Condon's office, with eighteen teachers in attendance. Miss Genevieve Boag was chosen president and Miss Ellen Kingsbury secretary. A committee was appointed to prepare programs for the monthly meeting of the council.

At Pittsfield, Mass., the year of the kindergarten, now under the supervision of Mrs. W. L. Adam and the school board, gives promise of being a record breaker in point of attendance. The city council generously came to the rescue some months ago and rendered financially possible its continuance. The kindergarten on Fenn street is filled to overflowing and at Russells fully twenty-five more pupils could be cared for. Much interest is being manifested in the work. The system was materially helped by the action of the street railway companies in volunteering to carry the little ones free of charge. The kindergarten at the center has its full quota of pupils, and it is only the question of a short time when more room will be needed to accommodate all who may desire to attend this department.

The Louisiana State Public School Teachers' Association will hold its annual meeting in Ruston, La., Dec. 28-30, 1903. The kindergarten conference will be pre-

sided over by Miss Eveline A. Waldo, and the subject will be Ten Minute Talks on the Many-Sided Benefits to be traced to Kindergarten Training.

The kindergarten recently opened at Wylam, Ala., is in charge of Miss Sarah A. Anthony, of the Atlanta kindergarten, who is assisted by Miss Mary Barrett.

The five kindergartens maintained by the Saginaw (Mich.) Free Kindergarten Association and under the general charge of Miss Goodman, superintendent, opened for the year September 28.

The Minnesota Normal School Board has decided that kindergarten departments in two of the state normal schools are sufficient. This means the closing of those departments at St. Cloud and Duluth. Miss Sarah B. Goodman, who was in charge of the kindergarten training at St. Cloud, is welcomed back to Saginaw, where she will take charge of the Free Kindergarten Association work.

Mrs. David W. Johnston of Branford, Ct., entertained the children of Miss Griswold's kindergarten at her home on Montowese street recently. Mrs. Johnston scattered 150 miniature sheep about the lawn, and when the children arrived she supplied each one with a horn and started them on a hunt for the sheep. The twelve children were soon finding the sheep and the noise of the horns blended with the shouts and laughter of the happy little people.

Among the friends of the kindergarten system in the public schools of Los Angeles, Cal., a great deal of disappointment has been caused by the decision of the Board of Education to cut out the kindergarten grades at the Olive street and Sixth street schools to make room for older pupils. Miss Mary F. Ledyard, kindergarten supervisor, believes that the basic principle of successful public school education is endangered by this action, which seems to imply that the kindergarten is the least important factor in the educational system.

At the meeting of the Washington (D. C.) Kindergarten Club held October 7, the subject discussed was The Kindergarten Club—Its Scope and Purpose. The scope of the kindergarten club was found to be home work, normal study, church and Sunday school work, temperance and charity work, free public practical exemplification of kindergarten instruction with children, free lessons and lectures, hand work and theory with adults, and questions in sociology, philosophy, science, and general educational subjects. To

widen influence, to deepen thought, and to enhance happiness and power individually and collectively is its aim. The motto for 1903-04 is, "It is good to give a man a new idea, but it is better to give him a high motive." The program for the current year will include medical lectures, the study of The Mothers' Council, written by Mrs. Louise Pollock, and a monthly question box.

Miss Helena A. Mitchell, assisted by Miss Norma Sherer, has charge of the new kindergarten opened in the Marvin school at East Norwalk, Ct., October 5.

Mrs. Cornelia June of Middlebury, Vt., has accepted the position of superintendent of kindergarten work in the state normal school at Randolph.

A private kindergarten has been opened at the home of Rev. and Mrs. J. F. Bullett on Holland avenue, Westfield, Mass., in charge of Miss Nellie Cochran.

The formal opening of the Cincinnati (O.) Kindergarten Training School, in Linton street, Avondale, took place September 16. The rooms of the building were open for inspection and the audience crowded the lecture hall. It was in the nature of a social reunion for the directors, the faculty and the students of the school. Miss Patty Hill of the Training School of Louisville gave the address on The Significance of Progress and Conservatism in the Kindergarten. Miss Colburn, the principal of the school, presided, and the opening remarks were made by the president of the association, Miss Annie Laws.

The free kindergarten at Salt Lake City, Utah, has opened with a large attendance under Miss Vera Lane.

Miss Martha Marden of Manchester, N. H., has a position as principal of the kindergarten department of the Tilden school, at Keene.

The kindergarten department of St. Peter's School, Helena, Mont., opened for the year's work with Miss Florence Louise Gage as principal and Miss Myra Gray Clark as assistant.

The Caddo parish school board have added the kindergarten department to the public school system of Shreveport, La. Miss Hattie Schuester has charge of this department.

The Misses Wellington have opened their private school and kindergarten in Pleasant Hall building, Arlington, Mass., with a goodly number of pupils.

A kindergarten to accommodate ninety pupils has been established in the Franklin street school at Meriden, Ct. Two sessions will be held, one in the morning and the other in the afternoon, with two different sets of children.

The kindergarten children of the Nyack (N.Y.) Union Free School, in charge of Miss Jessica W. Doty, are in their new quarters, in the building recently fitted up for them. Numerous windows afford an abundance of light and fresh air.

A kindergarten has been opened at Bel-fast, Me., in charge of Mrs. D. Elman Dickey.

Miss Swasey opened a kindergarten at 18 Jefferson street, Milford, Mass., October 5.

Miss May Olsen of Waukon, Ia., will have charge of the sixth ward free kindergarten at Joliet, Ill., this year.

SEMI-ANNUAL MEETING CONNECTICUT VALLEY KINDERGARTEN ASSOCIATION, TO BE HELD AT HARTFORD, SATURDAY, NOVEMBER 7.

PROGRAM.

Saturday, A. M. Address by Principal Keyes. Round Table on Gardening, led by Miss Margaret Laidlaw, Supervisor of Hartford Kindergartens.

Saturday, P. M. Address by Miss Caroline T. Haven, Ethical Culture Schools, New York city, on Kindergarten Occupations, followed by discussion and an exhibition of hand work.

A MATTER OF INTEREST TO KINDERGARTNERS.

At the fair to be held in Boston, November 13 and 14, in aid of Elizabeth Peabody House, there will be for sale an illustrated Christmas carol, a beautiful and useful gift for kindergarten, school, Sunday school or nursery. This Christmas Hymn was written by Miss Weston shortly before her death, and at Miss Garland's earnest request Miss Margaret B. Morton composed music for the words. Each verse is illustrated separately by an appropriate photograph, and the arrangement is a beautiful memorial of these devoted teachers.

Kindergartners and other teachers in New York city and vicinity are hereby warned against a man calling himself James Head-

ley, who, we are informed, has been canvassing quite extensively for subscriptions to *KINDERGARTEN REVIEW*, claiming to represent Milton Bradley Company. He has no connection with the house whatever and never has had, and we regret exceedingly that anyone has lost by his operations. Subscriptions, price \$1, may be sent to the home office or to any of our branch houses or advertised agents. The New York address is 11 East 16th street, H. M. Crist, manager.

In *The Delineator* for November Mrs. Theodore W. Birnie has a suggestive paper on The Education of Boys as Future Fathers and Citizens. The gist of her argument is that boys seldom receive the sympathy to which they are entitled—not a maudlin, sentimental sympathy that is calculated to spoil the child, but an intelligent comprehension of his needs and an interest in his doings and belongings. Her conclusion is that if parents will only take a genuine interest in all things that interest their boys, they can hold their confidence, and so long as they possess that they can be reasonably sure that their sons will not go far wrong.

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The plan for this Festival and Sale has been made by representatives of the *Kindergarten Alumnae Associations* in Boston and vicinity, and each *Association* has charge of a table. Luncheon will be served each day from 12 to 2; afternoon tea from 4 to 6; ices, cakes and lemonade Friday evening, when there will also be a vaudeville entertainment : : : : : :

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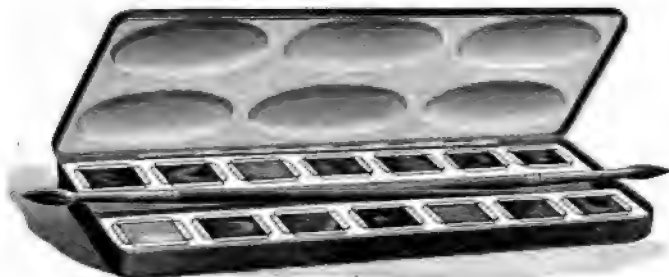
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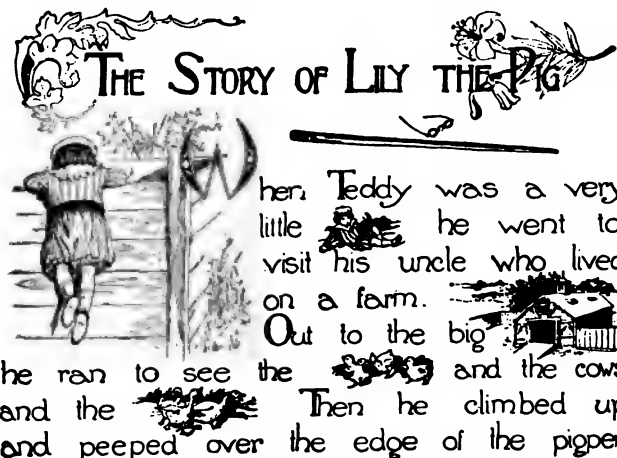
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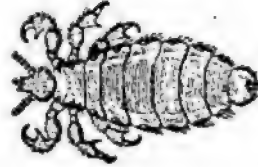
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auch große Freude!

See Editorial Comment.

"A CHRISTMAS TRANSPARENCY."

KINDERGARTEN REVIEW

VOL. XIV. SPRINGFIELD, MASS., DECEMBER, 1903.

No. 4.

CHRISTMAS.

BY PHILA BUTLER BOWMAN, HALEMON, N. J.

AND Christ was born. What wonder that one star
 Was loosened from its place in its delight,
And made a glowing path across the sky
 To where He lay,—then hung, a glorious sight.

O star! He came to light the souls of men
 Into a path more glorious than thine,
To lead the way to where, above thy light,
 The souls of them that triumph brighter shine.

And Christ was born. What wonder that the gates
 Of Heaven opened, and the angels came
To thrill Earth's wondering heart with Heaven's songs,
 And teach all men the glory of His name.

O angels, sweet the song that from your lips
 Rang forth to greet the ears of listening ones,
But sweeter is the harmony His love
 Can bring into the hearts of all His sons.

And Christ was born. What wonder that the bells
 Send out their voices, that the world may know
And learn to sing the song the angels sang
 Upon Judea's hill so long ago.

O bells, ring on,—your gladdest, sweetest notes,
 Till every living creature catch the chime,
Ye cannot voice the rapture of one soul
 That knows the meaning of the Christmas time.

SIMPLE COMMENTARIES ON FROEBEL'S MOTHER PLAYS.

I.—THE TOYMAN AND THE CHILDREN.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO.

The eager child, with knowledge dim
Of what the future holds for him,
Seeks now amid the toyman's toys
The means by which to reach life's joys.

His parents all his pleasure share
Because they read deep meaning there ;
With loving eyes they watch his choice
And in their child their hearts rejoice.

AS you sit in the glow of your home fire with your child beside your knee, you will find the play of The Toyman a source of great pleasure both to him and to yourself.

The finger play is simple. The toy store is made by touching the tips of the middle and ring fingers of one hand with those of the other hand. The forefingers, laid one upon the other, form the counter. The little fingers are the clerks who display imaginary toys to the purchasers, whom the thumbs represent. The quaint pictures of the Mother Play Book will suggest what the toy store may hold, and your child will hear with interest the story of the little girl and her mamma or the little boy and his papa who went to buy toys there. Your mother wit will doubt-

less suggest to you other ways of playing the little game with your child, and always you will find the subject a delightful one, only to be equaled by a visit to the real toy store.

Ah! life is full of varied joys, even as the toyman's store is crowded with all sorts of playthings for children, and your child delights in the bright variety in the toyshop because it gives him a foreknowledge and a foretaste of the varied joys of life. He cannot explain his own gladness, as, with his little hand clasped tight in yours, he eagerly seeks the toyman's shop; but you, who have already had the rich experiences of life, can both understand and rejoice in his pleasure. With your wisdom help him, I pray you, to gain from this visit strength



THE LITTLE CUSTOMERS.

and wisdom for himself, which will prepare him for the diversities of life.

The little child lives in a world full of activities which he does not understand but which he already longs to share. He needs something to aid his uncertain efforts to become a part of the busy life around him, and this he finds in the toys of the toyman's store. They show in the best way possible for his childish understanding the work and pleasures and privileges of life, and through his play with them he approaches the realities they represent.

The toyman's shop is a looking-glass where he may see himself and his own needs. Your little boy cannot say to you, O earnest father, "Because I shall be a man some day I am already longing to begin man's work." He does not understand himself; but when he sees in the toy store the horses, wagons and tools, the drums and trumpets and swords, his heart leaps within him. He yearns to be self-active, and as he strides his hobbyhorse or marches gayly with flag and drum, he begins, in his play, to feel his own power. Your little girl, O loving mother, cannot tell you that because her heart is like your own she needs something to cherish and nurture, but the doll on the toyman's counter will appeal to her as nothing else can. The dainty doll furniture, the flowered tea set, the tiny household things will attract her, because by their aid she can imitate your activities of homemaker and care-taker.

If you are wise, you will know

that, though the sight of many things may be of benefit to your child, the possession of many things will be unwise for him. One toy, if it really helps him in his play, will satisfy him, if he is a simple, unspoiled child. Do not confuse him by giving him, or allowing him to have, a profusion of toys that have no special meaning to him. Take as much care of his soul and mind as you do of his body, which you dare not overfeed.

The many toys in the toyman's store, as well as the many joys of life, bring to your child the opportunity and necessity of choice. Help him to find, amid the many pleasing things he sees, those toys that will be of real use and pleasure to him, and he will be the better able to choose from life those things that will give him true and lasting happiness. Do not let him flit like a butterfly from one choice to another. When he has chosen, help him to abide by his choice and do not weaken his character by immediately giving him another toy to replace the worthless one that he may have selected. "Ah!" you can say, "next time we will be careful to get a strong wagon, or a good ball." Or again, when the toy that he has chosen from some passing fancy does not satisfy him, you will suggest: "Next time we will be sure we want the thing we buy."

Be careful also that the outward appearance of the toy does not grow to mean more to the child than that for which the toy stands. Fine clothes, golden hair or large size should not interfere with the real meaning of the doll to the child's

heart. This meaning can shine through the homeliest rag baby upon which your little woman bestows her affection. The gay saddle and bridle and trappings of the hobbyhorse should not interfere with the *idea* of the horse, for it is this idea which causes your little man to ride his hobbyhorse, as we have said, with a delightful sense of his own strength and courage. Foster in your child a taste for simple, wholesome things, rather than a desire for the fine and costly, for a contented spirit is worth all the gold of a kingdom. Neither must you always buy for your child a toy when you visit the toy store. Let him learn to have pleasure in seeing as well as in possessing, and he will always be rich.

Each use of this little play and picture in your home, each visit to the toy store, will help you, O thoughtful parents, to know your child; for his individual nature will develop through and show itself in repeated opportunities to choose. If he is attracted again and again to the same thing, ask yourself what this persistent choice means. If he likes best those things that reveal their useful purpose at once and about which he has little to imagine—such as garden tools, wheelbarrows, wagons, etc.,—you will recognize the practical turn of his mind, and you will seek to teach him the true usefulness that awaits him in line with his inclinations. If, on the other hand, he is an imaginative child, he will seek those playthings that will be subordinate to his thought. Crude toys will serve his purpose better than highly

finished objects. He will beautify the commonplace by the joy of his own spirit; and as you watch him make happiness for himself, you will remember that some of the greatest interpreters of God and man—poets, painters, and other artist souls—have had the power of seeing beyond material things. Your ear may detect, amid the discordant sounds of trumpet and drum and doll piano, the desire for harmony that betokens a musical nature.

Some toys—blocks, tools, etc.—enable the child to reproduce or to invent. Watching his play with them, you may say to each other, "Our child is observant, painstaking, accurate. Let us encourage him in his play that he may some day be a good workman;" or, "He is inventive; he can make for himself the things that he needs. When he is a man, he may perhaps discover or invent something that the world needs also." The boy who marshals his tin soldiers skillfully may some day be a leader among men. The child whose spirit of investigation prompts him to choose such playthings as he can take to pieces and put together again, may prove to be endowed with the noble spirit of science. Whatever the gift of your child may be, I pray you to respect it, for it is God-given,—of real worth to himself and to the world.

All the toys in the toyshop, however different, were made for one purpose. You can tell it simply to your child: "All these things were made for play." Likewise the diversities of man and nature belong to God's great plan of life, wherein all

things work together for the good of all. "Nothing stands alone" in this great plan. The very things that outwardly seem far apart have closest inner connection.

Thus in the choice of lad and lassie in the toyman's shop you can see this inner unity; and when you strengthen your boy in his manhood or help your girl to be beautiful in her womanhood, you are fitting them for mutual helpfulness in a life that needs them both.

In spite of differences, human nature and human life are much the same the wide world over, and nowhere is this more clearly seen than in the markets and stores, where man's needs are shown by the provision made by man to satisfy them. In the toy store, therefore, the child may learn something of human nature in general as well as of himself. "There are many, many toys! Who will buy them?" he may ask. "Oh!" you will answer, "many little girls and boys will come to buy the toyman's toys. Some will choose drums, and some dolls, but all will want something to play with, just as you do, dear."

Help your child to feel sympathy and fellowship with all his little

world. And how better can you do this than to let him find, with the joy of possession, the gracious privilege of giving? Guard him against selfishness by giving him opportunities to be generous. Let him choose for others those things which give pleasure to himself, and you will plant in his heart a seed of love which, growing and blossoming, will fill his whole life with sweetness.

All these things you will bear in mind when the time has come for you to take your child to the toyman's store. Do not hurry him into the markets of the world. Wait until he has gained due measure of self-control and clearness of purpose and can look without confusion on the things he sees. Prepare him at home for the pleasures of the toy store. Let him choose from a few objects before you confront him with a great variety. Your loving instinct will tell you when you can safely gratify the desire which has been growing within him to go with you to city or town; and when that time comes, let no one else, I beg you, take your place by his side; for no one like yourselves, O parents, can know what truths, what lessons and what joys the toyman's store holds for him.

"If you have two loaves of bread," said Mahomet, "exchange one of them for daffodils; for, while bread strengthens the body, to look upon the daffodil rejoiceth the heart."

TO-MORROW'S HEIR.

BY EDITH H. KINNEY, SCHAGHTICOKE, N. Y.

As long ago earth's Wise Ones knelt to pay
The Child devotion meet,
So now, at last, the world is fain to lay
Its gifts at childhood's feet!

The grave world-thinkers pause a little space
To scan the child's domain;
"The ancient laws," they say, "that ruled the race,
Within his being reign."

The strong world-workers stoop to his estate.
Say they: "From toil's great past
So must we teach him, that he may create
What shall our skill outlast."

The dear world-mothers own a fairer hope—
For have they not joined hands
With knowledge? saying: "We would claim her scope
Who loves—and understands."

The world's wealth-winners sigh: "Alas! in vain
Our little day we live,
Unless To-morrow's Heir shall use our gain;
So to the child we give."

With love and knowledge, thought and deed and gold,
In growing largess piled,
Has this, our age, in memory of old,
Endowed the little child!

A GERMAN CHRISTMAS MARKET.

BY M. M. GLIDDEN, PRATT INSTITUTE, BROOKLYN, N. Y.

I HAVE just returned from a visit to a real German Christmas market in Belle Alliance Platz, Berlin; and how I did wish that all the little children in American kindergartens could see it! It was just like the pictures that we have seen of Christmas markets—a world of toys and glittering baubles that would certainly delight the heart of any child. How kindergarten children would play The Toyman if they had once made an excursion to such a market! But let me describe it to you as well as I can.

You know a *platz* is an open space with winding roadways and paths crossing it. Formerly a number of these open squares were utilized for Christmas markets; but the police have become so strict in their regulations and so hard upon the poor market people that the latter have become discouraged. Each year there are fewer of these markets, and those that remain are conducted on a smaller scale. Similarly, the men who sell Christmas trees on the highway must pay a high price to the government for the privilege; and this, with the original cost of the trees and transportation, reduces profits to a minimum. It seems too bad to tax these people so heavily. However,

between two and three million trees are brought into the city, and are all sold; for those that are not sold to private individuals are “lumped” together and sold cheaply to hotels and other large establishments. The men from the country who come to sell their trees look clean and respectable, but pitifully poor. Their wives, and frequently their children, come with them to help, and they work hard, too.

At the Christmas market, the broad path skirting the Platz was thickly lined on either side with Christmas trees; but there were no booths on this outer path, because they are not permitted by the police. But on both sides of all the paths intersecting the park were many booths, with quaint old men and women behind the counters, and sometimes young girls or children assisting. Such a glittering array, such a dazzle of lights behind Christmas tree ornaments and masses of tinsel! Really, it is difficult to pick out single things for description. Too much to see breeds confusion and bewilderment.

The first booth we stopped at displayed dolls' furniture, two inches high, of every conceivable kind; also boxes of tiny tea dishes, minute rolling pins and other kitchen utensils.



A GERMAN CHRISTMAS MARKET.

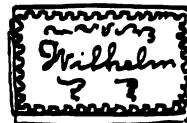
Overhead were draped Christmas greens, silver and gold tinsel and glittering ornaments for the tree, with here and there a bunch of mistletoe, or holly with its brilliant scarlet berries. Each booth was protected above and on all sides except the front by a rude canvas covering. It was not sufficient protection from the wind and cold, but it was at least some protection. All about, on every hand, between booths and wherever there was sufficient room, were Christmas trees,—hundreds of them. The booth I have described was a typical one; there were many like it scattered along the way.

The next booth was devoted exclusively to ornaments for the *Weihnachtsbaum* (Christmas tree), and truly wonderful they were. Ours pale in comparison with them. All the little trifles that we have were there, and, in addition, many that were more elaborate: tiny ships (made by hand) in pink crêpe paper, rigged with gold tinsel,—very pretty and fairy-like; little girls (dolls) in gauzy attire upon airy bicycles some three inches high; tiny balloons with tinkling Christmas bells attached; Christmas angels, big and little, all dazzlingly beautiful to small beholders; minute Christmas trees from one to six inches high, with microscopic candles and ornaments, etc., etc.

At the next booth was a most fascinating array of larger toys,—loaded wagons, for the most part. These were perhaps eighteen inches long, and were extremely well made. There was a heavy beer wagon, with

great beer kegs to be loaded and unloaded; a countryman's cart with a varied assortment of things in boxes, bags and tubs, all ready to be taken to the city. I longed to purchase one of these wagons, but they were too bulky to be packed conveniently.

Then came a booth with ginger cakes of all sorts and kinds. These are thought delectable by the Germans. To Americans they seem not rich enough and too dried up. It is a common thing for a German lady to buy "gingerbread men" and give them to friends as a sort of little friendly joke. To be able to extract joy out of such simple things is certainly admirable. A lady who keeps a *pension* here bought one of these for each of her guests. These particular gingerbread men were unusually fine, being over a foot long, with pictured faces stuck on the heads and with grand trimming of white frosting on the clothes.



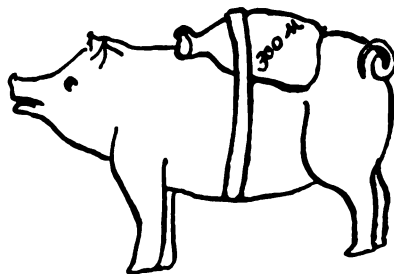
Literally, thousands of gingerbread cakes, each with a name in the center — Elsa, Ida, Clara, Wilhelm, etc.—are sold at this season. Small packages of gingerbread come neatly done up in paper, with one cake outside, on top, as a sample. A German friend who accompanied me hailed with delight a particular kind of these ginger cakes, which she had not seen since she was a child. The package had cheap red glazed paper outside, with a tiny picture on it of a gardener caring for his flowers, with the following verse:—

Der Gärtner pflegt
für Dich allein
Die Blumen alle,
gross und klein.



The next booth had small, clean, sweet-smelling wooden toys, almost all capable of motion, or else such as would call out activity in children. You know the toy with two men, alternately hammering, and the different kinds that have weights attached to keep them bobbing or swaying,—these were well represented, also jumping jacks, large and small. There were tiny garden utensils, minute cooking paraphernalia, and the dear little German kitchens,—everything that a child could think of or desire.

At the next booth were the famous *Glückschweine*, or luck pigs, with little toy money bags on their backs.



Their origin goes back to the time when pigs were scarce in Germany

and a man's wealth was estimated by the number of pigs he could afford to keep. An American lady, wondering at the large number of these pigs to be seen on every hand, said demurely to a German: "Ah, now I have discovered what it means; the pig is one of your German deities!" While one smiles at the suggestion, yet there would seem to be some ground for the surmise, for hundreds and hundreds of these money pigs are to be seen in all the bakeries of Germany. They are supposed to bring good luck and prosperity to the recipient; and, as if that were not enough, they furnish a delicious morsel that may be ungratefully eaten up, for the pigs are made of sweet, toothsome almond paste, very rich and choice. It is even said that eating the pig insures one's getting the luck. They are flesh color and the money bags upon their backs are white, tied on with a gayly colored ribbon. They look very "piggy" and funny, and are to be had in all sizes, from one inch high to five. My German friend bought one for me and was not altogether pleased that I did not immediately consume it, for that, of course, was the proper thing to do; but I felt more inclined to gaze at my new toy. Even now his "piggy-wigship" stands before me, unnibbled and complete.

At the next booth were dolls, big, little,—all kinds. There were dolls dressed in gay peasant costume, dolls as nurses, dolls as babies in the *stücket kissen* (two pillows tied together, between which the baby is stuck), doll babies that cried when

squeezed, and let droop a pitiful under-lip, whereupon the mouthpiece of a tiny bottle could be thrust in the mouth and the crying would cease. I bought one of these. It cost fifty *pfennige* (twelve and a half cents). There were toy kitchens here also and most fascinating china closets, fitted out completely with dishes the size of a hazel nut or even smaller, and knives and forks an inch long, all perfectly made. I bought a spice cupboard two and a half inches high, with five drawers to open and shut, each labeled, and with a tiny knob to pull the drawers out by. The labels read: *Pfeffer*, *Gewürtz*, *Zimmt*, *Lorbeerblätter*, *Nelken* (pepper, spices, cinnamon, bay leaves, allspice). The parts of the toy are nicely fitted together and it is made of light and dark wood. It cost twenty-five *pfennige*, a little over five cents. Then I saw a *Quirlhalter*, a miniature holder for articles used in preparing food. This was fifteen *pfennige* (three and three-quarter cents). A tiny vegetable holder next caught my eye. It is a typical thing to be found in every German kitchen—that most delightful of all places to thrifty housewives. It consists of a crocheted bag suspended from a wire frame. Its purpose is to drain vegetables after they have been washed. It is called a *Gemüsenetz*. Next I spied a tiny clothes basket, four inches long, with netted bag containing clothesline and pins. Then a miniature meat board with chopper caught my eye, and also fascinating scales to weigh dolls' meat in—very

tiny, quite exact; but these were a trifle more expensive, so I passed them by.

Presently we passed a booth where my German friend delightedly exclaimed: "Oh, we must have some of these! They are somewhat rare nowadays, although when we were children they were common enough." She picked up a *Wachsstock* as she spoke. The articles she referred to are coils of tapers made of purest beeswax. They are put on a plate with pretty Christmas knickknacks,—cakes, little pigs, sausages made of almond paste, apples, etc., and are then lighted. As they burn, you wish; and of course your wish will come true.

We traipsed back and forth, unmindful of the mud. It was raining slightly, and the market people were poorly protected from the inclemency of the weather, but seemed to be full of excitement and enjoyment, nevertheless. Straying about the paths were men selling beer mugs and quaint pottery of other sorts. Boys, too, were seen here and there with cheapest of toys for sale and candles for the Christmas tree. All was life, activity and light-heartedness. I enjoyed every bit of it thoroughly and went home feeling very, very tired but happy. As for giving you all the picturesque details of a German Christmas market scene, that is impossible. Nor can the full enjoyment of it be had by proxy. You must see the scene itself, and, seeing it, enter into the spirit of it, to know its full charm.

CHENCHU AT THE TOYMAN'S SHOP.

By ISAAC TAYLOR HEADLAND.

IT was the fifth day of the fifth month, and one of the greatest holidays of the Chinese year—the Spring Festival. A fair was being held at the largest Buddhist temple in the city and both Chenchu and her brother Yushan were to be allowed to go.

The large black mule was hitched to the cart—the official cart, with red wheels, notched tires, two windows on

the legs of the servants could carry them, bumpity, bump! bumpity, bump! over the rough streets, with clouds of dust following them all the way. When they reached the temple, you could have written your name with your finger in the dust on their fine silk garments.

But what did they care for dust? Besides, one of the servants soon brushed it all off with a piece of silk



each side, and a red oilcloth band around the bed or body of the cart. It was like a very large Saratoga trunk on two wheels, and would have been rough to ride in but for the fact that it was well filled with cushions.

Both children and the old nurse were packed in the cart, while one servant walked on each side with one hand on the shaft, and another led the mule. They went just as fast as

tied to the end of a stick, with which every cart is provided. There were too many attractions to allow them to think of dust, or of anything else except the many things there were to hear and see and eat and drink. It was like Fourth of July, or Bunker Hill Day on Boston Common, with many other side shows and entertainments added to the list.

First and foremost, before they en-

tered the gate, was the peanut man, with Chinese peanuts, American peanuts, hulled peanuts, salted peanuts, sugared peanuts,—peanuts in every form that would attract the attention of the child.

Next to him, but just inside the gate, was the toyman; and as they entered, Chenchu, forgetting for the moment that she was the daughter of a great official, and realizing that she was only a little girl, exclaimed:—

“Oh! nurse, just look at the toys!”

“Yes,” said the nurse, “would you like to buy some?”

But as she spoke the toy-seller turned from a poor little girl who did not have money enough to buy the doll she wanted, saying:—

“No, if you do not have the money you cannot have the doll. What will the little lady have?” this last to Chenchu.

“What does she want?” asked Chenchu, pointing to the poor little girl.

“She wants that large doll, but she does not have money enough to buy it.”

“How much is it?” Chenchu continued.

“Twelve cents,” said he, adding two cents to the price he had just asked the little one.

“Give it to me,” she said; and taking it in her arms she placed it gently in the arms of the other, saying:—

“Do you like it? Nurse will give him the money. Would you like anything else?”

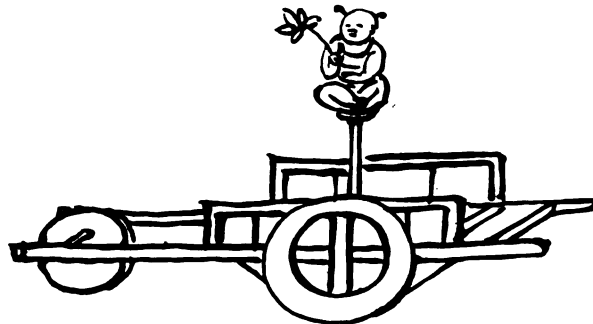
“You are very kind,” said the little girl, with a polite bow and a thank you. “I would not dare to ask for anything else.”

“Yes, she wanted this cart,” said the toyman, with an eye to business; “but if she could not buy the doll she certainly could not buy both.”

“Would the cart make you happy?” asked Chenchu; “because my papa lets me do whatever I wish that will make anyone happy,” looking at her nurse.

The nurse paid the money without a word, as though it was something she was accustomed to doing; then, purchasing a toy or two for Chenchu, they walked on, leaving the little girl very happy with her doll and cart.

—From *Our Little Chinese Cousin*,
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Page and Co., Boston.



THE KINDERGARTEN IN INDIA.

By K. P. UPADHYAYA, B.A., EDUCATIONAL INSPECTOR, PORBANDAR STATE, INDIA.

EDITORS' PREFACE.—“To see ourself as others see us” is said to be a consuming desire on the part of Americans. The paper here presented not only affords us opportunity to see how American conditions as regards kindergarten appear to an earnest educational official in far-off India, but it also portrays the conditions in India under which the kindergarten—now made compulsory there—is to establish itself and grow. The paper is not given in full. The first part, being an exposition of kindergarten doctrine and methods, is more or less familiar in substance to our readers, and is therefore omitted. But we are glad to know of the intent study of Froebelian literature which this exposition reveals on the part of at least one of his Majesty's Indian school inspectors.

At the close of the manuscript a few modest remarks are appended, one of which is here brought forward because it puts the author in the right light before us with regard to certain misconceptions in what he writes. He says: “As the subject (of kindergarten) is new and abstruse and the writer inexperienced, it is natural that mistakes may appear. On this point, the writer looks for indulgence on the part of his readers.” The misconceptions regarding kindergarten conditions in America are only to be accounted for by the slight exchange of literature and travel between the two countries. Yet probably, to match every wrong generalization, certain cases could be found to offer apparent warrant for the statements made. For instance, the strange notion that American mothers have to send their children away to “boarding houses” in order to secure the benefits of the kindergarten for them, may have arisen from hearing or reading about our kindergartens for the blind, kindergartens in orphan asylums, hospitals, and other public institutions where children have their home, temporarily, as well as their schooling; or the boarding homes for kindergarten normal students, such as exist in connection with quite a number of training classes, may have been understood to be for kindergarten pupils. At any rate, we must set ourselves straight with our Indian friends on this point, and tell them that the general custom in America is for the child to go to a nearby kindergarten (wherever kindergartens are established) and return home each day. The statement about the separation in spirit (not to say antagonism) between kindergarten and primary school has gone around the world and come back only to find itself met almost with surprise. “Why, yes; there used to be a good deal of that in the first days—but now things are better!” There has been and still is going on a quiet blending of spirit between kindergartner and primary school teacher, this blending of spirit showing itself prominently in the greater flexibility of primary school work. Some day, it is hoped, the children of the first primary class will be chiefly occupied with advanced kindergarten work. As for the kindergarten age limit in America, when it is baldly stated to be from three to eight, it gives us quite a shock! Of course, we do have some three-year-olds in our kindergartens—a very small proportion; but eight-year-olds—avaunt the thought! except in the case of defective children or children of arrested development. From four to six (liberally interpreted, to allow for variations in children's development) can perhaps be considered the generally accepted ideal as to kindergarten age in America. But if we turn to a back number of *KINDERGARTEN REVIEW* (Feb. 1903), or to Vol. II, 1899-1900 of the reports of the United States Commissioner of Education, we shall find official authority for the statement that our kindergartens include children from three to eight years of age. The extremes in these age limits are, however, exceptional. Out of the ninety cities whose kindergarten statistics were collated by Miss Stella A. McCarty and published in the *REVIEW*, three cities (Norwich, Ct., Boston and Malden, Mass.) are on record as admitting children of three years of age, and five (Norwalk, Ct., Brookline and Cambridge, Mass., Newport and Pawtucket,

R. I.), at three and one half years: sixteen cities have their highest age limit at seven years, and three (Hoboken, N. J., Lansingburg, N. Y., and Milwaukee, Wis.), at eight. The average age limit, as computed from this list, is from four and a half to less than six and one half years. Nevertheless, as we have said, Mr. Upadhyaya has official authority back of his age limit statement.

A STUDENT of the kindergarten system as it prevails in civilized countries will notice the following points in regard to the American kindergarten:—

1. Employment of female teachers.
2. Provision of boarding houses.
3. Separation of kindergarten and primary schools.
4. Establishment of manual schools.
5. Ingrafting of the principle of freedom.
6. Age of kindergarten children.
7. Coöperation of the government and the public for the advancement of the system.
8. Patriotism of American gentlemen and educationalists.
9. Holding of annual conventions.
10. Coöperation of mothers with teachers.

1. The customs and manners of Indian society make the employment of females almost an impossibility. Only the Parsee girls are generally found adequate to the task. They do their duties quite boldly. Hindu female teachers are very shy and do not throw their hearts into the work. They are quite unfit as teachers of boys. So the Indian kindergarten must rest content with only male teachers. It is feared, therefore, that the Froebelian "ideal" of nurture," for the accomplishment of which females are necessary, will, in India, fall far short of its aim.

2. Provision of boarding houses

for kindergarten schools is beset with two difficulties: First, where is the money to come from? Second, will these houses be attended by children? The first difficulty can be overcome if the government and philanthropists of India join hands. But with regard to the second, sentiments of Indian mothers are not to be lost sight of. Unlike English mothers, they are averse to part with their young children. Their love for them is so fervent that to them a home without a child looks like a wilderness.

3. In America, both the kindergarten and primary institutions are not only separate but antagonistic. This is due to the ideal of education being not understood by either. Kindergarten is not a gulf that widens the distance between the home and the school, but a bridge which leads the child from the home to the school life. The aim of education is to make every child a perfect human being. This requires the coöperation of all educational forces.

4. Normal schools or training colleges have long since been established in India. Now that kindergarten is made compulsory, this subject may be added to the curriculum and a specialist be appointed to teach it.

5. Great care is necessary to ingraft the virtue of freedom on the Indian mind, since the atmosphere of freedom that India needs is quite different from that which England and America breathe. India has

been under the sway of one power or the other for a very long time, and so the ingrafting of an American sentiment of independence will not produce a healthy plant. The object of kindergarten is not to produce *American Indians*, but a nation which may enjoy the benefits of the most benign government in the world without discontent.

6. In America, children commence their study at three and enter the elementary school at the age of eight. Indian children commence their study at the age of five. The kindergarten curriculum is so arranged that Indian children can take advantage of it fully before they enter the primary course.

7. It is said against kindergarten that it is expensive. This question is raised even in America. In poor India this must prove a fundamental objection, yet what is really good must be expensive. Sound elementary instruction cannot be less expensive. India is fertile in producing philanthropists like Messrs. Wadia and Tata, and enlightened and liberal princes like Gaekwad; and so the case is not hopeless.

8. In America there are educationalists who work in kindergarten schools, not for stipends. They not only devote their time and energy, but their purses also, for the advancement of the system which they think is beneficial to their country. Such sentiments of patriotism are rare in India. Here the teacher's profession is not deemed respectable. The salaries are very poor. Consequently the profession of teaching is

accepted as a step to a more profitable and respectable calling. No teacher devotes his life to this pursuit, and so Indian education suffers a deal. The only means of imparting sound education to children is that the state should pay higher salaries and that the public should hold the teaching profession in high respect.

9. In America, annual conventions are held in which teachers and superintendents exchange their views and place their personal experience before the meeting. Many brains can do better than one, in educational matters as in everything else. The success of the American kindergarten is partly due to this arrangement. Similar meetings will, of course, be necessary in India, when the system gets thoroughly established there. It would now be premature to offer any suggestions on this point.

10. It is now admitted on all sides that the prosperity of a country depends upon female education. This subject has been very ably treated in a recent number of the *East and West* by R. B. Hargouindas Dwarakadas Kautawalla.

A child-mind begins to acquire knowledge from its very birth. This knowledge is of two kinds, direct and indirect. Most of the knowledge that man acquires in this world is indirect. But the direct knowledge serves as a foundation for the fabric of the indirect. The greater the fabric the deeper and sounder must be its foundation. The time when this foundation is laid is the period when a child-mind is under the care of a

mother. This presupposes that mothers must be well educated. Children under the supervision of uneducated mothers will generally be spoiled, and there will not be that coöperation with teachers which is essential in bringing about the perfect and all-round development of a child-mind. Actions and words of mothers mightily influence the hearts of children. Impressions, whether good or bad, become deep-rooted and everlasting if they are made during childhood. Hence the necessity of good mothers.

A CHRISTMAS LULLABY.

BY CAROLYN S. BAILEY, SPRINGFIELD, MASS.

WHERE does my baby lay his head
 When the fire burns low
 And his eyes droop so,
 And mother dear sings to him soft and slow?
 In the flickering firelight warm and red,
 He sleeps in his own little cradle bed.

Where does the Christ child lay His head
 While the small gray sheep
 And the oxen sleep,
 And Mary sits watching His slumber deep?
 No pillow has He, but the hay instead;
 In Bethlehem's manger, His lowly bed.

Lullaby, hushaby, soft and slow,
 The angels of God wing to and fro.
 Two little babies they bend to see—
 One with Mary and one with me.

BEAUTIFUL and right it is that gifts and good wishes should fill the air like snowflakes at Christmastide. And beautiful is the year in its coming and in its going, most beautiful and blessed because it is always the year of our Lord.

—Washington Irving.

MUSICAL MOMENTS WITH CHILDREN, OR THE ART OF DEVELOPING THE MUSICAL SIDE OF CHILD NATURE.*

BY DAISY FAIRCHILD SHERMAN, PROVIDENCE, R. I.

II.

EARLY BEGINNINGS.

"Musical instruction should start from the pupil's own life, and proceed from it like a bud or sprout."—*Friedrich Froebel.*

SOME responsiveness to music is born in every one. Those persons who are said to be unmusical probably might have become musical by a simple and *persistent* course of training, beginning with the first impressions of rhythm in mother's lap and the rise and fall of pitch in her lullabies. A little well-directed effort will produce surprising results even in very young children, in their ability to tell quickly differences in pitch as well as in developing their rhythmic sense; and this early attention to the child's music sense is of almost as great advantage to the child as talent itself. Therefore, if you wish your child to be musical and to practice willingly when old enough, begin his musical training as early as possible. Most mothers can do this if they will undertake it; and by this early training they can save the child hours of wasted practice, while at the same time saving themselves the needless paying out of money that

the child may gain a knowledge of the simplest musical elements,—a knowledge which is the first necessity when formal musical instruction is begun. Perhaps the reason for the little real attainment among the large number of children studying music is that many of the first steps into this realm, which are taken unconsciously by those born with strong musical instincts, have never been taken at all by a large proportion of the children. The less musical sense a child seems to have, the closer and more thoughtfully should he be brought to the soul of Music, brought to feel her heart-throbs—shall we say rhythm?—and listen to her pure tones and to what she seems to say, in her tone-intervals, of things strong, bright, hopeful, restful, warning, or beseeching. A set of tiny songs of one sentence, called Family Songs, sung at the proper moment by the mother, emphasizes the difference between the intervals of the natural scale. They may be used with any child old enough to be amused by them. It is intended that through them the child shall unconsciously learn the scale-intervals through oft-repeated hearing. This and much

* Copyright, 1902, by Daisy Fairchild Sherman.

more* should be done before beginning the work which, in most cases, is but unmeaning repetition of exercises and pieces, the child having no notion that each group of notes stands for an idea as truly as do words in written language. When it affords food for the mind and not merely exercise for the fingers, the study of music becomes interesting to a beginner.

Every moment taken advantage of for musical development and drill up to the age of twelve or fourteen years is gold, for it assures the child's future enjoyment of music and, possibly, a glorious development of musical power later. Most children beginning the formal study of music at the age of eleven or twelve years have not the patience to do the work necessary to acquire the strength and skill for performing their exercises or pieces very well. Not being philosophers, and having certain friends, younger than themselves perhaps, who play pieces, they wish to play pieces, too, not liking to be thought backward. Finger drill has no interest for them and they are unwilling to give it a serious place in their practice. But children from six to nine years of age are willing to work at studies and finger drill of all sorts, if these are made interesting to them.

Carl Reinecke, the beloved composer of music for children and the home, in his letters to a lady friend who had written him for advice as to how she could best awaken and develop the musical talent of her grow-

ing children, and cultivate music in her home, says: "I am glad to learn that your aim is not to educate them to be (professional) musicians, but merely to be men capable of appreciating and loving music, without making a profession of it. If you intended to make (professional) musicians of them, the case would be much simpler. * * * With an ordinary child I advise beginning * * * before the child is put to school. * * * The knowledge of * * * the rudiments of music * * * should be over with before the school lays its claim upon the child."

With many mothers there seem to be insuperable objections to taking up this work. They are already so busy that they have no time to give to anything additional, however desirable it may be. They cannot give any more time to the children even. Some are certain that they have not a particle of teaching faculty—that they are not, and cannot become, music teachers; that they cannot make time for study—at least not for any more than is already planned for.

That mothers can do this work has been proved by the success of a mothers' normal class for developing the musical perceptions of young children. The suggestions given in the class having been followed out by the mothers, their children developed in a way which delighted them, and at the end of six months were singing songs, although but one child out of the group had ever attempted to sing before. I did not see the children myself until the close of the course, having preferred to leave them en-

* *What shall We Play, or Musical Education in the Home*, published by Theo. Presser, Philadelphia.

tirely to the mothers. Among the most successful mothers was one who said to me before she began the course, "I am not a good teacher. I cannot teach anything! If I thought M—— could learn to sing with my help, I would take the course; but he cannot sing any more than a cat, and his father and I are greatly disappointed, for we want our children to be musical." The boy was five years of age. He had never attempted in his life to sing a tune. For five months he did not apparently develop very rapidly; but during the next month he literally blossomed out, and surprised all his friends by his true, sweet singing, not of simple songs alone but of some rather difficult ones. He and his mother prepared a surprise for me in learning Ingraham's *Sweet Red Rose* from the *St. Nicholas Songs*. I supposed that she would play the air for him, but no. He stood up like a man, beginning the song at the proper time where the prelude glides into the accompaniment, and sang through the entire two pages. His friends thought that I had given him this ability, but the fact was that the music had merely been led out of the child. It was simply a proof of the great responsiveness of children to a very little well-directed but persistent effort.

This work does not involve the formal teaching of the young children. With but little attention the mother will quickly see how much she can do to cultivate the music sense in very simple ways. These things may be accomplished in favorable moments—snatched as only a mother or skilled

lover of children knows how to snatch them—and *only* in pure enjoyment. These "musical moments" must be too brief for weariness and what is done must always be clothed with imagination, as soon as the child is capable of having any. His musical life should develop in pure unconsciousness from first to last. It is easy to set the child in a wrong attitude toward the study of music by attempting to "teach" him at this tender age, or to make him conscious of his own agency in producing the music. Earnestness and simplicity of manner are a great charm in musical performance and should be fostered from the outset. Attention should never be drawn to the personal part the child takes in making the music, but the whole interest should be centered upon the sentiment which the words express and upon listening to the music itself. If encouragement is needed, it is enough to say, "That is good!" or "That was well done!" To preserve the child's sweet unconsciousness, pay no particular attention to his performance. If he is singing shyly, let the mother sing with him at first, then, as he becomes interested, gradually cease.

"No one can so much as make a beginning in the proper training of children who cannot descend into the atmosphere of the little one and be a child again. And the greatest teacher of the little children is the teacher who has that almost divine power of living her childhood over again in her imagination, of *seeing beauty in simplicity*, recognizing untold possibilities in the child's first weak grasp of

knowledge, and *understanding the great significance of little things.*"*

Seen through the medium of these words, we recognize the importance of fostering and encouraging the rhyming instinct, the impulse to beat time, and the simple listening to, and imitating of, tones. These are little things, but in them lie the germs of the music sense; and who can tell what will result from their being persistently and systematically fostered?

Let me say right here that I realize the fact that there are injudicious mothers, probably looking for phenomenal results, who would simply devastate a child's musical nature by trying to force things along, actually trying to teach the babies. Such belong to the type of the so-called "American mother," who gives her child's nature no time to unfold according to its own laws. This forcing, which should have no place in any training, is not contemplated in this course. Some children, at least, when they stand later "where the brook and river meet," will need all the reserve nervous force which they can accumulate during a childhood untrammelled by too many claims upon their attention.

The central idea of this work in its beginnings is *spontaneity*—imitation through interest in the thing itself. This is applicable especially to that part of the training which concerns the voice. Spontaneous singing through awakened interest implies the loss of self-consciousness, and in

such singing the tones will generally be natural and good. This work with the children does not presuppose any special proficiency as a singer or player on the part of the mother or kindergartner. In fact, for very young children, the simpler the music the better, provided it is rendered with intelligence and feeling. It is important that a child hear music suited to his mental scope and sing songs suited to his physical scope—that is, within the range of *his* voice. To insure this requires intelligent observation. If the mother has musical ability it is of great advantage to the child, especially if she has the ability to sing,—I mean even average ability. Hearing music constantly in the home, especially singing, is a valuable part of a child's musical training. In the earliest days a large part of the training should come through the mother's singing; but if she cannot sing, there is yet a great deal which she can do. She can *develop the rhythmic sense* by reciting the words of the songs and tapping them rhythmically; she can play the games for the muscles, and can *try* to find pitches with the child. It is more than probable that her own musical faculty will develop at an equal pace with the child's; at first, at any rate. In time she may be able to sing enough to be a decided help throughout this period of preparation. Given simply an intelligent, sympathetic mother, who is willing to learn with her little one, there is no reason why a normal child, with his mother's aid, should not lay the solid foundations of a good musical ability.

*Robert Foresman, *Beginnings in Music*, in the magazine called *Music*, Aug.-Sept. number, 1901. Music Magazine Publishing Co., Chicago.

In *The Child's Voice*, by Behnke and Lennox, we read: "Singing is the proper beginning and foundation of all musical study. The process of learning an instrument, like the pianoforte or violin, can be divided into two parts: first, the process of training the ear in time and rhythm, and the eye in musical notation; second, the process of mastering the mechanical difficulties of the keyboard and enabling the fingers promptly to obey the mind. Now the first process can be attacked most easily by learning to sing. It is a case of 'divide and conquer.' A child who has learned to sing, and to read music with his voice, can devote his undivided attention to the manual difficulties of the instrument he is trying to play."

How soon may children begin to sing? One English singer says: "Judging by their powers of crying without inconvenience, they may sing as soon as they can speak." Madam Lemmens Sherrington says: "All children should sing as soon as possible. Those who have heard singing when young, generally develop a good ear for music, and strong voices. Early training sharpens the sense of hearing, and early use of the vocal chords stretches and strengthens them."

Madame Clara Novello says: "A child should be allowed to sing from earliest childhood, naturally."

Let us refer to Carl Reinecke's Letters again. "But before the real instruction and study of an instrument begins, the child's ear should be exercised by singing. Desire and in-

clination exist, of course, to a different degree in children. While many a child not yet able to speak can sing a number of little songs intelligibly and with real musical appreciation, an older one often seems very awkward, and hangs * * * with an iron tenacity to one tone * * * unconcerned about the different tones of the melody which the mother tries to sing with him. * * * Do not lose courage * * * the ice will be broken all of a sudden, and the little voice of the child will follow your guiding voice. In order to reach this point as soon as possible, it is advisable that you try the little song in different keys, now in a higher, then in a lower, position. By such experiments you will ascertain the position most adapted to the child's voice. In general, one should not allow children to sing too high."

On one point, however, Reinecke differs from the most eminent and experienced observers of children's voices at the present time. He says: "Too low singing will never injure their voices." To-day we are told that we must be careful not to allow too low singing; that if the child uses his low tones he must sing softly, else he will force up the chest tones,—the greatest possible injury to the voice. The voice is a musical instrument. The child voice is a smaller instrument than the adult voice, and consequently more shrill—higher in pitch. Its upper tones are the ones the child naturally uses when he wishes to make himself heard by a playmate. Therefore they are the only ones he should freely use in singing. As he

grows older and more experienced he will be able to sing lower and lower. I recall hearing a little girl of eight or nine years halloo to a playmate who had the start home of her by twenty rods. She began her call on a and ended with an upward slide one octave higher, \bar{a} . It was done with perfect ease and power, and apparently with no bad consequences. It was a common thing with her.

An eminent student of the child voice writes me, "As a rule, the registers lie higher than they do in the adult voice, and the child voice goes extremely high. I have known many children, both boys and girls, to sing higher than the highest note of the piano. But there are many great differences in children's voices. Sometimes I feel that no two are alike. Differences are so great that I have never been able to formulate any system that I could trust for training the child's voice in the manner that we train the adult voice. In short, scientifically, the child voice is not much understood."

I know a young lady of twenty-six years, possessing a fine voice, who began her career as a singer at six months of age. The first thing she sang was the lullaby which her mother usually sang—Greenville. Needless to say, she could not sing the words. Some musicians, hearing of it, made frequent calls at the house until they themselves heard the baby sing the song!

One day, a few months ago, while seated at a restaurant where a high-class orchestra furnishes music at intervals, my attention was attracted by

a two-year-old girl—two years and seven months, to be exact. The orchestra, which was not in view, was playing as she sat waiting for her dinner. She did not speak a word nor move, except to beat out the rhythm of the music very gently on the table with all her little fingers going at once. The most remarkable thing to me was the way in which she seemed even to anticipate the irregularities of *tempo*, *ritardando* and *accelerando*, giving evidence of possessing decided musical feeling. I wondered at her power of endurance—a hungry child directing the orchestra for from ten to fifteen minutes. I sat quietly in my place, desiring to see the entire episode. When spoken to by her parents, or hindered momentarily from beating with her hands, her feet immediately took up the measure, and there was no break. Nor did she stop when dinner appeared, until her food was placed before her. Then she ate a good dinner, and let the orchestra play the best it could. I was intensely interested in what seemed to me evidence of a strong musical talent. I felt that this little musician and I must meet before we left the place, and that I must know something about her. Her mother said that the child had sung Greenville at three months of age, and that she herself had always made it a point to help the child musically in all simple ways, especially in tapping the rhythms of tunes. Two other facts may be noted: She has no piano, and she has kept a book recording the child's general development.

So it seems that even young chil-

dren may, with advantage, have daily, a very little systematic training in the elements of music. They may listen to and imitate the pitch of sounds of all sorts. They may have exercises in rhythm, and training for the muscles of arms, wrists and fingers—not too much finger work for the youngest—and some general exercises for the body;—and every speck of this training may be given in play, in a way to arouse the child's liveliest imagination, up to the time when he is mature enough to "practice."

THE ATTIC ROCKING-HORSE.

BY LOUISE T. H. POPE, CHICAGO, ILL.

THE little old rocking-horse was very tired of the attic. No wonder, for he had been there for twenty years!

He was stiff with age; yet in his youth he could caper with the best of rocking-horses. He well remembered speeding along at such mad pace that William, his loved owner in that long ago, was carried over his head and landed with both hands in the nursery coal bucket. This caused an outburst of heart-rending shrieks from William, which brought his mother in haste to the rescue. Poor rocking-horse! He was crestfallen indeed. But how should he know that such would be the outcome of his bit of spirited galloping? To add to his humiliation, William was allowed to mount him no more that week.

Such scenes as this did the rocking-horse recall to mind, as weeks and months and years passed by.

So much time spent in idleness could not but have its effect. The rocking-horse was feeling his age. He

wondered that he ever had been inspired to prance. His youthful vigor was gone. There he stood, year after year, meekly waiting for something to happen. Once a year house cleaning reached his abode. Then the dust was wiped from his patient form, old chairs and trunks about him shone with an unwonted cleanliness, and solitude and silence returned.

The rocking-horse well knew that William would never have allowed him to suffer from loneliness and inaction. William bestrode him at early dawn in those good old days. William at bedtime coaxed, "Just a mite of a ride, mother, to help me sleep," and then in his nightgown would gallop toward Sleepy Town.

Strangely enough, it was because of William's great love for him that the rocking-horse had spent these tedious years in the attic. One bright spring day of that far-away time, the dear Heavenly Father had called little William, and William had laid down his toys and left his darling

rocking-horse, to go. And though his mother grew so old that her hair was snowy white, and though by and by another little William called her Grandma, no child was allowed to mount the rocking-horse. There in the attic he remained, unmoved except for house cleaning.

Unmoved, did I say? That is not quite true. One night pussy slipped up the attic stairs and, creeping along the rockers, set the old horse in motion. And a good fright this gave Irish Annie. She awoke her bedfellow, the sleepy little chambermaid, with a poke and a whisper. "Wud ye list to the noise now, Mary! What crathur wud ye be after sayin' that might be?"

"I'm not axin'. Let me be, wakin' me up all times o' night," growled Mary.

"Mary, darlint, wud ye think thim wud be burglars?" pleaded Annie.

But Mary was asleep again; and Annie, too frightened to rise and strike a light, lay in bed and shivered and told her beads for an hour or more.

One spring there came a more than usually vigorous house cleaning. Windows and doors being left open that fresh air and bright sunshine might help in the work, the rocking-horse heard sounds of an arrival. A widowed daughter had come home to her mother. In a few days the rocking-horse made a discovery: a little William also had come!

The rocking-horse and William discovered each other at one and the same moment. It would be hard to say which was the more delighted of

the two. The rocking-horse had feelings too deep for speech. The little boy found that words came too slowly, so he did his best at rapid talking and helped out deficiency of language by jumping up and down.

"Hooray! Never knew Grandma had a rocking-horse! Just love 'em better than anything! Better than even trains. Is n't this jolly?" He was rocking as hard as he could go, and the rocking-horse was feeling a wonderful elation of mind.

Back and forth, and back and forth they moved. Soon the boy began to sing, keeping time to the swaying. At the top of his voice rang out Mother Goose rhymes and snatches of hymns—anything that entered his mind—while the old rocking-horse showed renewed vigor at every forward lunge.

All this was quite hilarious for that staid old attic room, and William's mother came to the head of the stairs to investigate.

"My child"—and the poor little horse held still. "I'm afraid that Grandma does n't wish you to use the rocking-horse."

"Is n't it for boys?" queried William.

"Yes, dear, yes; but—well, ask Grandma and see."

William sought his grandmother. "Grandma! Grandma! There's the beautifulest rocking-horse in your akkie. You'll let me ride it, won't you?"

A pained expression clouded the grandmother's face. Perhaps if she had been watching the child's eager face she would have granted his re-

quest. As it was, she looked beyond him as if into the past, and said in a quick, positive way, "No, child! No, no!"

Without a word the child turned and walked out of the room. Then he rushed to his mother, threw himself in her arms and sobbed out his disappointment.

How keenly the rocking-horse felt this to be a trial, no one knows. William went to the attic occasionally, and he and the rocking-horse stood casting longing glances at each other, but William never offered to touch him. Once his grandmother found him seated in front of the horse, silently gazing at him. She left without being discovered, muttering: "I can't let him! I can't!"

Sickness came in the village; scarlet fever claimed many a little victim. William was prostrated with the dread disease. Mother and Grandmother walked about on tiptoe, and a white-clad nurse reported from time to time: "No change." Then the mother took charge while the nurse slept and Grandmother prayed. For a while it seemed as though this little William might be called to join that other William. The rocking-horse, in suspense, kept very still to

listen, but no sound reached him. The dust grew so thick on his saddle that he fancied that it must be almost house cleaning time again. Then a strange thing happened.

The grandmother entered the attic and with her came Irish Annie. Annie carefully removed all dust from the horse and, under the grandmother's direction, lifted him in her strong arms and carried him down the stairs. He was taken through a long hall into the nursery where years ago he had lived his happy life.

Beside a glowing grate fire sat a boy so pale that the rocking-horse failed to recognize him at first. But when Annie placed the old rocking-horse at the little boy's side, he saw that the boy was the same little William who had visited him in the attic. Now, with face aglow with pleasure, William threw his arms about the horse's neck.

"Look, Mamma! The dear rocking-horse! Is he for me, Grandma? And may I ride him when I'm well?"

Grandmother simply nodded her head; but William's mother drew the grandmother's snowy head to her shoulder and kissed her cheek. The attic rocking-horse swayed back and forth in delight.

TO AN EXPECTANT MOTHER.

BY RENA HURD INGHAM.

THE mystery of centuries is thine;
In purity and thoughtful quiet dwell.
Thy country bless, invoking aid divine,
And link the present and the future well.

MAMMY NANCE'S STORY PLAYS.

BY EMMA C. DULANEY, LEXINGTON, VA.



BYE, BABY BUNTING.

Look dah, Baby, see de stahs er-peepin'
At yo'—dey 's wond'rin' why yo' ain' er-sleepin'!
Baid-time 's comin'—yo 's bin er-rawmp'n 'bout
All day long, so yo' mus' be tiahd out.
Mammy 'll bresh yuh cyuhls, an' tek off dese clo'es,
An' den—hi-boo-ho!—ovah yuh haid goes
Yuh li'l ni'gyown; it 's sof' an' white an' sweet—
See dar, how nice it kivers up yuh feet!
Now, nussle down; Mammy 'll rock huh Honey,
Whilse she sings er song erbout er li'l bunny.
It goes dis erway: "Bye, Baby Buntin',
Pappy 's tuk his gun an' gone out huntin'
Ovah in de woods fuh er rabbit skin;
Soon he 'll foteh it home ter wrop de Baby in."
Right on his tippy-toes, easy-lak, he 'll creep
Ter try fuh ter ketch ole Bre'r Rabbit ersleep;

Fuh ev'ybody knows Bre'r Rabbit's pow'ful wise,
 An' sees thoo stone walls wid his monst'us eyes;
 An' mos' ev'y noise dat's in de woods he heahs,
 'Cos he's got er pa'r uv gre't big long yeahs.
 But he'll mek foot tracks, cos snow's on de groun',
 An' Pappy'll see 'em soon 's he looks er-roun',
 An' he'll ketch ole Bre'r Rabbit—*'deed he will!*
 Nussle down, mah Honey, jes' yo' keep raight still
 Whilse ole Mammy sings erg'in: "Bye, Baby Buntin',
 Pappy's tuk his gun an' gone out huntin'
 Ovah in de woods dah fuh er rabbit skin;
 Soon he'll foteh it home ter wrop de Baby in!"

THE STRANGER CHILD.

TRANSLATED FROM THE GERMAN BY CARRIE METZ PRINCE, TAMPA, FLA.

IN a small house near the edge of a forest lived a poor woodcutter with his wife and two children, Valentine and Mary. The children used to help their father gather the wood and tie it into fagots. One cold winter evening when the snow was falling fast and the wind roaring around the house trying to find a place to come in, and when the good people were sitting together at table eating their crusts of bread and thanking God for their many blessings, they heard some one rapping at the window and a soft voice calling to them: "Oh, please let me come into your house! I have had nothing to eat to-day and have no home. I am very hungry and nearly frozen from the cold. Oh, please let me come in!"

When Valentine and Mary heard this they jumped up from the table and ran to the door and opened it

wide, saying: "Come in, dear child! Come in! We have not very much ourselves, but that which we have will we gladly share with you."

The child walked in and drew near to the fire to warm his frozen limbs.

Then the children led him to the table and gave him a part of their supper. After he had eaten of the crusts and was quite warm and comfortable, the children said: "You are very tired; we will give you our bed to sleep in and we can sleep on this bench by the stove."

They led the little guest into their tiny bedchamber, put him to bed, covered him well to keep out the cold, then said to one another: "How many blessings we have! We have a warm room and a bed, a kind father and mother; but this poor child has only the sky for a roof and the cold ground for his bed. How happy he must be

to have a warm bed to sleep in to-night!" Then Valentine and Mary lay down on the bench before the fire, said good night to their father and mother and were soon fast asleep.

After the children had been sleeping for some hours, little Mary was awakened by the sound of sweet music. She called her brother very softly: "Valentine! Valentine! Wake up! Wake up, and listen to the sweet music outside of the window!"

Valentine rubbed his eyes and listened. He heard the strangest and most beautiful singing. Surely, thought both the wondering children, only angels could sing like that!

After listening to the music for a little while they jumped up and ran to the window with both joy and fear in their hearts. In the East they saw the glorious dawn approaching, and before the house floated many angel children in silvery dresses, with harps and lutes in their hands. Astonished, Valentine and Mary stood staring out of the window. Then, hearing a step behind them, they suddenly

turned around and beheld the stranger child standing clad in a robe of shimmering gold and wearing a glittering crown upon his head. With a sweet smile he said to them: "I am the Christ-child. You took me in last night when you thought I was without home and food, and now I give you my blessing." Then he broke a branch off of a fir tree that was growing before the house and planted it, and said: "This branch will grow to be a large tree and each year will bear fruit for you." With this the child and the angel chorus disappeared.

The branch grew into a Christmas tree, and each year bore golden apples, silver nuts and other strange Christmas fruits.

Ah, my dear children, when you gaze upon your beautifully decorated Christmas tree, think also of the many poor children who have scarcely a crust of bread to appease their hunger and thank God for his many blessings to you.

A TALK IN TOYLAND.

BY MAUD EVELYN BROWNE, EAST ORANGE, N. J.

CHRISTMAS Eve had come, and dear old Santa was making ready for that long journey to the land where little boys and girls, fast asleep, were dreaming of all the beautiful toys that only Santa could make and bring to them. His bag stood

waiting, nearly filled; yet many, many more things were at hand, some to be put into the bag (for Santa Claus's pack, you know, is always overflowing), and some to be piled into the sleigh and hung at the back of the sleigh just as you have seen

them in Christmas pictures. There were calico dogs and gingham cats, woolly lambs, the little black pony, ever ready to trot "where 't is rough and where 't is stony," besides drums, engines, boats, tops, picture books, candy, nuts, raisins, and many other things delightful to play with or good to eat. In a row at one side stood some soldier boys, patiently waiting for Santa to call out "Forward, march!" Each soldier stood up straight, looking very tall and proud in his new suit, with his shining gun firmly placed over his right shoulder. Near the soldier boys stood a large company of dolls dressed in fine new clothes—tall dolls and short ones, sailor boys and little men.

One young lady doll, whose name was Annabel, wore a beautiful blue silk dress with a pretty lace collar, and a hat trimmed with a long white feather. She kept bobbing her head about so that the long, white feather was continually getting in somebody's eyes or tickling some one in the neck.

"How she does toss that head of hers!" said one of the soldier boys to another. "But she has a sweet little voice. What is she saying?"

"O Rosa, dear," said Annabel just then to a doll beside her dressed in delicate pink, "I wonder what my new mamma is going to be like? I hope she will love me and take good care of me, and not leave me out in the garden all night. Do you remember the mamma that we heard about once, who left her dolly out on the garden bench all night in the rain? I wish you and I could both live in the same house!"

"Santa has told me," said Rosa, as she smoothed out her dress and pushed back her curls, "that my mamma is a dear little girl who lives down at the end of a lane that is all green and shady in the summer time. He talked to me about it the day I had to stand still so long to get this dress fitted. He wanted to help me to be patient. Dear me! I wonder whether we are *ever* going to start!"

Just then one of the soldier boys stepped forward and said in a manly way that he had heard Santa read a letter the other day from a poor little boy who was lame—

"Well, what did it say?" interrupted Annabel, giving her head an airy toss that set the feather shaking again.

"It was this," and the soldier boy straightened himself up and said, as if reading from a letter:—

"DEAR SANTA:—

Please bring me an engine, a drum, a boat, and some nice large soldiers who can stand in line. My two sisters each want a dolly, and lots of candy, nuts, and toys"—

"I did n't hear any more," said the soldier boy, "for Santa closed the letter then, smiling cheerfully and saying, 'Yes, yes, my little chap!' But I believe that he is going to send us soldier boys, and very likely you and Miss Rosa, to that house. I have been drilling my men very strictly ever since, in the hope of it."

A jingling of sleigh bells was heard in the frosty air outside, and up to the door came Santa's eight fleet reindeer. They stood there prancing and pawing the ground, while all the

toys were packed in. The dolls and the soldier boys hurried out to the sleigh ready for Santa to give them their places. They did not want to be left behind, you may be sure! Santa crowded them all in, joking and laughing, then squeezed himself in as well as he could, and off they all went merrily.

Such a jolly ride! Over mountains and valleys, over steeples and house-tops, sped the gay little reindeer, until Santa had been all over the world and given his gifts to all the good children in every land. Then they pranced home again, long before daylight, with Santa Claus chuckling for joy at the thought of the happiness the children would have when they woke up and found the gifts in their stockings.

Early, early on Christmas morning, just as the great sun was beginning to light the world very dimly, Rosa, who had not slept a wink the whole night, began to peer around to see what her new home was like and

what old friends, if any, were with her. The first thing she saw was an old-fashioned fireplace with three bulging stockings hung in front of it; and close beside her on the little table where she lay, was her dear friend, Annabel, fast asleep! And there were the soldier boys, too,—yes, every one of them! And little dog Fido, that cunning little Fido, with the shoe-button eyes! Could all this be true? So happy was Rosa at what she saw that she clapped her hands for joy; and this cheerful sound awoke Annabel and the soundly sleeping soldier boys, all very glad to find themselves in each others' company.

While they were chatting merrily in the softest of doll whispers, a noise was heard in the hall, the door quickly opened and in came—not their old friend Santa, but two little girls, the dolls' new mammas, and the little lame boy, the brave new captain of the soldier boys. And they all lived happily together in the cozy house at the end of the green shady lane.

THE CHRISTMAS CAKE.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

Oh! go to the Grocer's for sugar and spice,
For raisins and currants, and ev'rything nice;
And go in a hurry, for Mamma must make
The nice, brown, sugary Christmas cake.
Hurrah! hurrah! for the Christmas cake
That Mamma will mix and the Baker will bake,
The nice, brown, sugary Christmas cake.

Here 's flour from the Miller, his whitest and best,
And freshest of eggs from the speckled hen's nest.
And ev'rything 's ready for Mamma to make
The nice, brown, sugary Christmas cake.

Hurrah! hurrah! etc.

We 'll call all the children to join in the fun!
Oh! skip, little Sister! and run, Brother! run,
The raisins to seed and the sifter to shake,
While Mamma is making the Christmas cake.

Hurrah! hurrah! etc.

Now mix it and stir it, and stir it and taste;
For ev'rything 's in it, and nothing to waste;
And ev'ry one 's helped—even Baby—to make
The nice, brown, sugary Christmas cake.

Hurrah! hurrah! etc.

Now, ho! for the Baker; to him we must go.
Who 'll carry the Christmas cake, steady and slow?
Big Brother is ready, and gladly will take
The nice, brown, sugary Christmas cake.

Hurrah! hurrah! etc.

The Baker is waiting; his oven is warm;
He 'll bake the cake nicely and keep it from harm.
The jolly, good Baker! He knows how to bake
A nice, brown, sugary Christmas cake.

Hurrah! hurrah! etc.

The oven is ready, the cake 's in the pan;
Now bake it, good Baker, as fast as you can!
But "No," says the Baker, "'t would be a mistake
To hurry in baking the Christmas cake."

Hurrah! hurrah! etc.

"I 'll not bake it fast, and I 'll not bake it slow;
My little round clock on the wall there will show
How long I must watch and how long I must bake
The nice, brown, sugary Christmas cake."

Hurrah! hurrah! etc.

Then "Tickety, tickety, tickety, tock,"
Went steadily ticking the little round clock.

The Baker kept watch; so he knew when to take
Right out of the oven the Christmas cake.

Hurrah! hurrah! etc.

Hurrah for our Mamma! She surely can make
The nicest and spiciest Christmas cake.
Hurrah for the Baker! Hurrah for the fun!
Hurrah for our Christmas cake! Now it is done!

WHAT THE APPLE TREE SAID.

Adapted from Celia Thaxter.

BY JUNE HARRELL, ROCHESTER, N. Y.

A LITTLE boy sat at his mother's feet by the long western window, looking out into the yard. It was Christmas time. Outside, the wind blew great drifts of snow upon the sidewalks. All who were out in the street went shivering along with rapid footsteps. So many passed that window! Some were poor, and as they saw the cheerful blaze of that fireside they wished that they had good warm homes of their own.

As the darkness gathered, the boy laid his head on his mother's lap, and then he kept still so long that at last his mother leaned forward to look into his little round face. He was not asleep, but was watching very earnestly an old apple tree that waved its long arms in the wind outside the fence.

"What are you thinking about, dearie?" asked his mother, smoothing his soft curly hair.

"About the apple tree, Mamma,"

he replied. "It keeps waving and waving to me behind the fence just as if it were trying to say something to me. What does it say, Mamma?"

"Perhaps this is what it says," answered his mamma:—

"I see a happy little boy in the warm fire-lighted room. The wind blows cold, and out here it is dark and lonely; but that little boy is warm and safe at his mother's knee. I wave to him and he looks at me. He thinks I don't know that this is Christmas, but I do. A great many things have told me. Why! can't I peep right into the room where the Christmas tree is? Yes, and have n't I seen the people hurrying by all day with their arms full of parcels? Have n't I heard the Christmas music at the church across the street? Every one seems happy but no one thinks of me. An old apple tree is of no use at Christmas time!

"There is a time when all love and

admire me; but see me now! The wind has torn off all my leaves and nobody remembers them any more. The snow sinks down and wraps me close; and when the snow has melted, the icy rain beats against me, and the bitter wind tosses my branches up and down. I wave to all who pass, but no one pays any heed. And so the dreary nights and dreary days go by!

"In his cheerful home, so warm and bright, I see the little boy who plays all day and thinks of Santa Claus and Christmas presents. His papa and mamma love him. He nestles on his mother's lap in the red firelight at night, while she or his father reads lovely stories or sings sweet old songs to him—the happy little boy! From outside, I peep over the snow and see a stream of ruddy light come through a crack in the window shutter, and I wave out here alone in the dark, thinking how beautiful it is. Yes! then I wave patiently and gladly, for in my roots I feel warmth and life, and I know that a store of greenness and beauty is shut up safe in my small, brown buds. Days and nights will go by, little by little the snow will melt away, and some day the birds will go flying over me calling out: 'It is spring! It is spring!' Ah! then through all my limbs shall I feel the slow sap stirring; warmer will grow the sunbeams and softer the air; the small blades of grass will creep about my feet; the sweet rain will help swell my shining buds; more and more shall I push forth my leaves, till I stand clad in a gay green

robe. Then shall I wave my arms in joy! Then the little boy will come running to look at me, and he will cry: 'Oh, Mamma! the old apple tree is alive and beautiful and green. Oh, come and see!' And I shall bow my head to them in the brisk spring wind.

"Every day they will watch me grow more beautiful, until at last I stand covered with blossoms fair and fragrant. Then soon the pink and white petals of my fragrant blossoms will drop down upon the grass, and lo! tiny green apples will appear. Carefully I will hold them up to the sun, carefully I will gather the dew during the summer nights. Slowly the apples will ripen, growing larger and larger; and at last they will be red and delicious. I will hold my apples down as low as I can for the little boy, who will come dancing out to get them. He will shout with joy and grasp them in his dear hands; and he will run to share them with his mother, saying: 'Here is what the patient old apple tree bore for us! See how nice, Mamma!'

"Ah! then, indeed, would I say to him, if I could: 'Yes, take them, dear little boy. I held them up long in the sun and rain to make them sweet and ripe, and I am glad for you to have them.'"

The wee boy smiled, for he liked the story. Then his father, who had just come in, took him in his arms and they all went out to supper. The old apple tree kept on waving its arms up and down in the wind. And there it is waving yet.

A CHRISTMAS PICNIC.

BY MRS. CHARLES NORMAN, BUFFALO, N. Y.

ALL the benches and tables had been taken away from the parks or stacked up in such a fashion that they could not be used; and the ground was covered with snow; but these things did not interfere in the least with the picnic.

The invitations had been sent out by two little children, and all the birds in Delaware Park had been invited, save the blue jays, the butcher birds and the crows. The reason for leaving these out, to tell the truth, was that the smaller birds were afraid of them.

The Christmas party was to be held in the very midst of a great clump of evergreens, and Kathleen and Sidney had been getting ready for it for three months. They had kept an old broom in one of the pine trees and with this had brushed away the snow each time it fell, although very little snow entered that house with its thick green walls.

For a month before Christmas the children had gone to the evergreen clump every day and had scattered on the ground some delicious mush, made of buckwheat, oatmeal and little bits of fat meat. This mush was the invitation to the picnic; but the crows, blue jays and butcher birds were never allowed to taste it if the children were about.

On the day before Christmas, father went with them to the park to help in putting up the decorations. You should have seen those decorations! On every dead branch a sunflower was tied—a dried sunflower carefully saved ever since September. A dozen bones of ham and beef, and many pieces of suet, were tied to the tree; while from branch to branch were stretched long strings of red haws, and of white, yellow, and red corn which had been soaked in water till it was quite soft. The haws, sad to say, were not nearly so beautiful as when they were strung, and the children wished that they had some red cranberries to use instead. Then came the arranging of stalks of mullein, clover, daisies, thistles, wild carrots, dandelions, and many other plants, all of which had been gathered after they went to seed. Dried berries, seeds and apple cores were scattered thick upon the ground.

The final arrangements were to be made upon Christmas morning. But when the children and their parents reached the spot on that day, behold! the picnickers had already arrived and were feasting away, a whole hour before the appointed time! There seemed to be a sort of misunderstanding as to who were hosts and who were guests; but it was the birds' picnic

after all; and so father, mother and the two children seated themselves quietly upon some low branches of the pine trees, where they had often sat before, pulled their furs and coats close about them, and began to look around to see who had come, and if it was likely that the provisions would hold out.

Not an English sparrow was on the scene as yet! That was good. Their cousins, the white throats and the white crowns, were both present, and, as if to preserve the family name from obloquy, they had preened themselves well and their beautiful coats were in perfect order. And now they sat "simply chatting in a rustic row," and eating not too much but just a little now and then.

The chickadees found the meat bones, which had really been intended for the woodpeckers, and oh! what a jolly time they were having! Four of them were on one bone, climbing all around it, jabbering away in their sharp baby voices till the bone was like a tinkling bell swinging from the bough.

A hairy woodpecker arrived a few minutes later, but he seemed to have forgotten all about the picnic, for, after walking a few feet up a tree trunk, he flew away without so much as saying that he had had a good time. And he did not come back, either. There was a little brown creeper close by, enjoying a piece of fat meat. She plainly invited him to have a little of it, for she said, "See! see!" but the woodpecker did not turn his head.

In the upper part of the tree a fine little game was going on and a great

deal of tittering; and it seemed as if the actors would never come down. Finally, however, one of them fairly tumbled down upon a string of haws, and then they all came after him, almost standing on their heads as if anxious to show their golden crowns. They were little king birds, smaller even than the chickadees. They barely tasted the food. I suppose that, being kings, they were accustomed to feasts and were never really hungry.

Far away in one corner were some "little gray-robed monks and nuns," with cowls of black. They kept so much in the shadow that the children would never have known what they were had not father and mother brought their opera glasses. They were juncos. Sidney was looking at them very carefully and wondering whether they were enjoying themselves, when he heard a "Quawk! quawk!" just above his head. He looked up and saw a white-breasted nuthatch coming down the tree trunk, head downward, as if he intended to walk straight into Sidney's eyes. This made Sidney jump and call out, "Oh, papa!" and that frightened the nuthatch away, which was certainly too bad, for he was a nice little fellow and probably did not know that he was doing anything strange in coming Santa Claus fashion to the picnic.

The goldfinches could hardly decide which they liked better, the sunflowers or the dried seed upon the ground. Three or four of them were feeding with a purple finch under the trees, when in walked a blue jay, looking for all the world like a big police-

man. Immediately there was a chattering among all the birds. "What shall we do with him?" they were doubtless asking. But Kathleen stepped out and let the blue jay know emphatically that his company was not desired. He left at once, but flew only so far as a high tree close by, where he scolded away in such a noisy fashion that he soon had another jay and two or three crows beside him. They kept up a great noise, so that father had to go out and drive them away.

By this time the visitors, who were getting rather chilly sitting so still, decided to leave the birds to themselves. But the picnic lasted all day, and when Sidney called at the clump of evergreens again in the afternoon, he counted over forty birds, including tree sparrows, winter wrens, and two beautiful crested birds in silken gray dresses, with red and yellow spots on wings and tail. All were enjoying the hospitality offered, and were expressing their thankfulness in many sweet ways.

My mother was a genuine optimist in regard to all children. A firm believer in the effects of race, blood and family inheritance, no modern reader of Darwin or Wallace had a stronger faith in reproduction of types and alternate generation than she had; and a large charity, growing out of her generous philosophy of life, surrounded all the young she came in contact with, with hopes rather than fears.

"I am sure those children will grow up to be good," she said one day, of some very troublesome little folks, "because their father and mother are the very salt of the earth, their grandparents are excellent, and all their uncles and aunts were superior."

"Well, but, Mrs. Lyman," said her hearer, "you were just as sure the —— children would turn out well, and *they* did n't have good parents or grandparents."

"Oh, well, my dear, when you have lived as long as I have, you will see that bad parents and grandparents are very apt to serve as a *warning* to children! And then, who knows but that they take after some good ancestor farther back? For it is simply impossible that any family should be without good ancestors as well as bad ones, if they can only go back for enough."

And when it was reported to her that one of these families, of whom she had expected the best things, had actually grown up very dull people, she said: "Now, if you had known the folks they came from, you would *never* be discouraged. These are people of very *late* development. None of them ever come to anything till they are past thirty; and then they loom up splendidly and carry all before them."

—*From Recollections of My Mother, by Susan I. Lesley.*

A GROUP OF KINDERGARTEN CHRISTMAS GIFTS.

BY NORA H. MILLSPAUGH, LOS ANGELES, CAL.



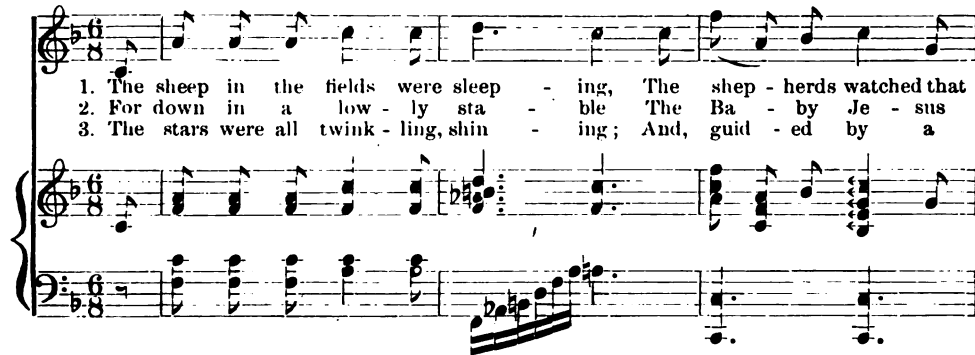
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| <p>No. 1. Scrap bag made of two mats, lined. The bag proper is made of tissue paper lined with cheese cloth.</p> <p>No. 2. Simple frame of raphia.</p> <p>No. 3. Postal card case. A mat is laced to a cardboard back and a calendar pasted above.</p> <p>No. 4. Letter case of yucca board; parquetry lanterns.</p> <p>No. 5. Scrap basket of two yellow mats mounted on bamboo sticks for supports.</p> <p>No. 6. Brush-broom holder. A lined mat fastened to a stiff cardboard back.</p> <p>No. 7. Calendar decorated with the poinsettia (the California</p> | <p>Christmas flower). This was painted on water-color paper, cut out, and mounted on a gray card.</p> <p>No. 8. Letter pocket, decorated with a design in sewing.</p> <p>No. 9. Mat picture frame. The mat is yellow with golden-brown; the border is a ruffle of crêpe tissue.</p> <p>No. 10. Picture frame. The sprays of holly are tinted and sewed.</p> <p>The little parasol is made of a circular piece of tissue paper, fringed, with gilt paper rolled taper-like for the stick. These are for tree decoration, and afterwards one is given to each child as a souvenir.</p> |
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TO BRING GOD'S LOVE.

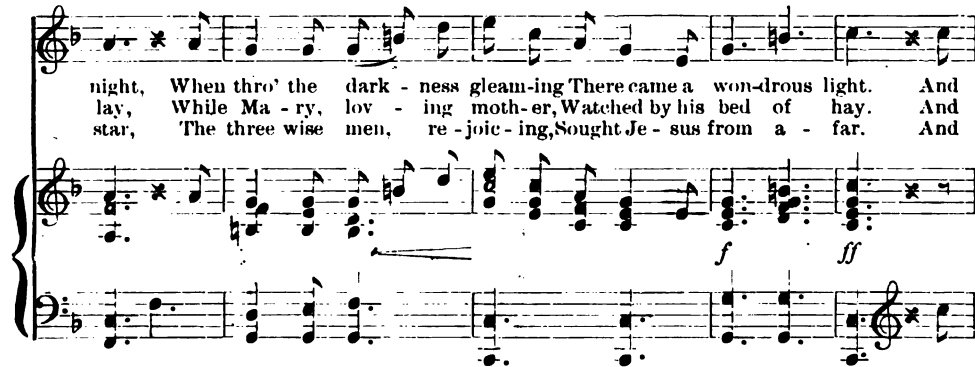
A CHRISTMAS SONG.

MAUD LINDSAY.

JULIA A. HIDDEN.



1. The sheep in the fields were sleep - ing, The shep - herds watched that
 2. For down in a low - ly sta - ble The Ba - by Je - sus
 3. The stars were all twink - ling, shin - ing; And, guid - ed by a



night, When thro' the dark - ness gleam - ing There came a won - drous light. And
 lay, While Ma - ry, lov - ing moth - er, Watched by his bed of hay. And
 star, The three wise men, re - joic - ing, Sought Je - sus from a - far. And



all of God's bright an - gels Sang in the heav'ns a -



bove . . To tell that Ba - by Je - sus Had come to bring God's love.

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., DECEMBER, 1903.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed.

LEICESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

PERHAPS the "Christmas Waits" in England still go their Christmas rounds,—but if they do, the begging which accompanies the singing clogs the soul of it too heavily. Perhaps serenading still holds sway, in gentle climes, as a pure love-offering. An aforesaid little girl, who is an oldish woman now, remembers many a summer night, in one of the Middle States, when an honored man in the neighborhood, a favorite dame of social standing, a musical virtuoso, or a lovable young lady, was the recipient of a serenade by voice or band. At boarding school in southern Pennsylvania, she remembers a serenade given to the girls by the boys of a neighboring academy. Then came a long gap,—up to last year, in fact, with no experiences of the kind in

it. The nights were excellent for sleeping in, and needful as cushions of repose between the vertebrae of days' work; but they were unglorified by any of those dream-like awakenings to the sound of votive music in the open air.

Who that has had such awakening will not agree that it yields one of the most ethereal of pleasures? You lie in a happy dream, or the dream is made happy by the first sweet notes of the melody melting into it; you have a delicious, airy sensation of floating through space on billows of swelling sound; then comes a misty, half-waking wonder, like Paul's, as to whether you are in the body or out of it; a growing consciousness of earthly reality mingles with your feeling of almost heavenly bliss; and then comes the moment of clear waking and of going to the window to gain whatever assurance sight can give. Oh! what a joy it gives! What deep, serene delight!

Last Christmas, in a little village, a kindergartner, her sister and brother, and a sister and brother across the way from them, carried out the beautiful old idea of celebrating Christmas Eve by singing carols in the open air and stillness of the night. They chose lovely old carols that have about them an atmosphere of religious simplicity lacking in many of the carols of to-day, many of which

are, unhappily, of a light and jiggy order. They practiced faithfully and *learned all the words*, and kept their plan a secret. When Christmas Eve came they started out before ten o'clock, going first to houses where sleep came early to the dwellers. In one of these, situated on a beautiful pine ridge, was a beloved boy enduring with sweet and courageous spirit a long, long siege of pain. The house was sunk in slumber. The singers stole around to the oval mound at the back of the house, where the lofty pines in pillared ranks outlined a roofless temple. The caroling began gently and floated up to the latticed window of the sleeping boy. He and the rest of the household soon awoke, feeling a wonder and joy akin to that of the shepherds who heard the angelic choir. The night was starry. Up floated the song:—

"O Star of Wonder! Star of Might!
Star with royal beauty bright!—
Lead us by thy perfect light."

The story of the Christ-child's humble birth was caroled in the quaint words of—

"As Joseph was a-walking"

the last verse of which is—

"Then be you glad, good people,
At this time of the year;
And light you up your candles,
For his star it shineth clear."

The lights had gleamed forth from the house, now here, now there, as one person after another had awak-

ened; but, the idea coming of answering Song by Light, they were multiplied until the house shone. No words but "Thank you" and "Merry Christmas" were called out as the last carol grew fainter, while the singers, shadowy, unrecognizable figures, walked slowly away. They went to half a dozen houses, perhaps; that of an elderly lady at the center of the village; that of the minister; of a young matron, sweet and kind; of others who were sympathized with for illness or especially honored for character and whose houses were not too far away. The singers were at home before twelve o'clock, had a hot lunch there, and not one of them took cold or had a strained voice in consequence of their undertaking!

At Florence, Mass., in 1900, a Sunday school Christmas celebration was greatly enjoyed. The Sunday school was divided into three parts,—the little ones, the boys and girls from twelve to thirteen, and the older pupils. Each division taking a certain section of the town, they went from house to house with tasteful baskets of fruit or boxes of cut flowers, and sang Christmas carols outside the doors. "It would be difficult to tell," said a Florence correspondent to the *Christian Register*, "which received the more pleasure, from this service, the recipients or the donors."

At Leominster, Mass., Rev. E. A. Horton instituted a celebration of this sort many years ago. He says:—

We took about forty or fifty boys and girls from our Sunday school, put them into two barges with four horses each; and over the snow we went by moonlight, singing carols at the poorhouse and at the homes of invalids and aged people. In some cases a brief call was made by the minister or superintendent, with Christmas greetings and some little gift. At one home, midway the whole evening's experience, a little collation was given to the entire band of children, with their accompanying elders. This custom was repeated several times, I think, in Leominster; and the good cheer of it has never been forgotten.

Edward Everett Hale used to go around Boston in like manner. The children love to do it. The darkness comes so early, that they can give people the tender joy that arises at the sound of carols sung by child voices in the open air, and can themselves enjoy the beauty of the night, to which the eyes of many of them are unwonted. After a not very late supper (and not too hearty, let us hope), the children can be in bed and asleep by eight or nine o'clock.

A story in *The Congregationalist* for December 21, 1901, tells of a group of boys and girls, fifteen years old perhaps, who carried out a plan of getting up very, very early on Christmas morning and singing carols at a few houses. When they re-

turned home, they sang for the people there the anthem which they thought the most beautiful of all the music they had learned. "Together they began, 'We have seen his star in the east'; then the soprano alone, 'For unto us a child is born'; next the bass, like the pedal of an organ, 'And the government shall be upon his shoulder,' the alto taking it up and all the parts following into full chorus upon 'Wonderful! Counselor!' and softening again to the gentler harmony of 'The Prince of Peace.'"

The family had a surprise in store for the singers, in the shape of cups of warm coffee and a plateful of sugared doughnuts gay with holly sprigs. The reason why this company, like the one first mentioned, took no colds and did not hurt their voices was probably that they had not come "fagged out" to their undertaking. Each party testified to the joy in doing, and their hearers testified to the pure Christmas joy they had received.

OUR READERS may remember the pretty scene described by Miss Glidden in last February's REVIEW of the Christmas celebration at the Pestalozzi-Froebel House, Berlin, when the kindergartner told the Christmas story, seated by a table on which stood a large beautiful transparency

illustrating the story. Our frontispiece is a reproduction of one of these Christmas transparencies. The original is in colors, harmonious, though bright. These alone would make it attractive to children; but what must seem mysteriously beautiful to them is the radiance of the big star and its beams and of the bright place in the sky where the angels are singing. The light placed behind the transparency brings these out with greatly heightened effect. Such picturing of the scenes of the wonderful story must be a more interpretive accompaniment to the teacher's narration than any photographs or reprints without color could be, and we wish that all kindergartners had these softly brilliant transparencies that German children enjoy with such reverent delight. A Boston firm is endeavoring to import some of them, but kindergartners who have friends abroad might commission them to send transparencies back by mail. This frontispiece could be sent to indicate clearly what is desired, the size being limited by the price one wishes to pay, or by the limitations

imposed by the postal service. The transparency at the Pestalozzi-Froebel House was very large. The one owned by the editors of the *REVIEW* is about two feet high, and, when unfolded, three feet broad, and cost but seventy-five cents. Imported and sold through a store, the price would be somewhat more probably.

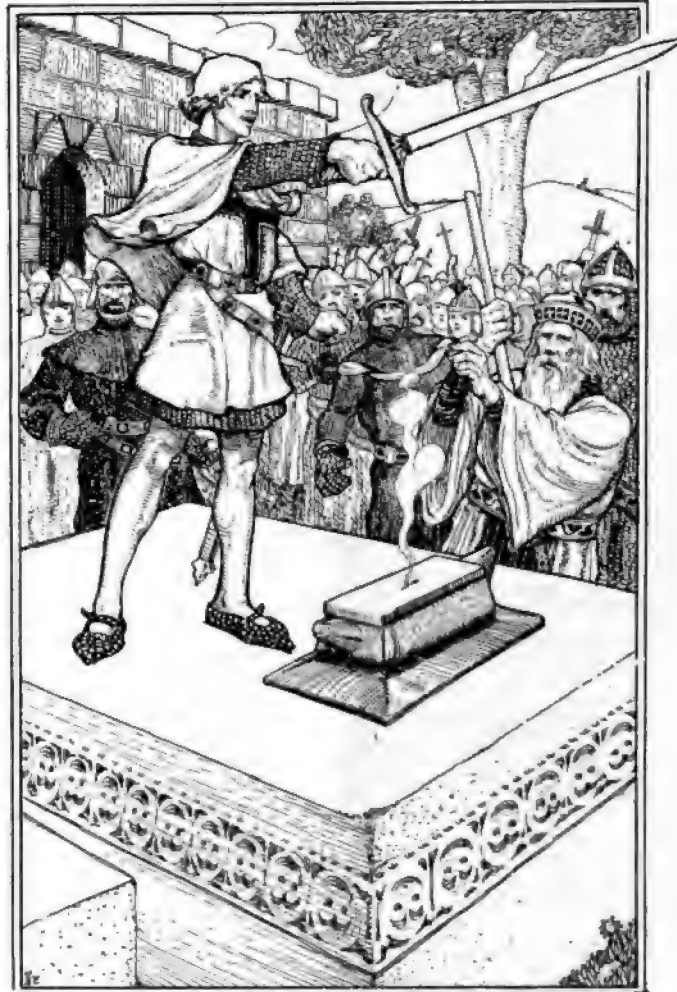
There is still at Keilhau a mute testimony of Froebel's love of transparencies in the form of a huge one, as large as a large screen, which, with the other relics of the old time, is stored in an upper room of the institution.

Even if the Christmas transparencies of which we have been speaking show much crudity, they are direct and simple, and present the shepherd story, the manger story and the star story in a manner impressive to children. In our reproduction, the rich darkness of the sky in the picture of the Wise Men is not very clearly shown; but, considering the picture as the black-and-white representation of a highly-colored transparency, we feel that it is quite a success.

WE hold the winnings of a million years in heart and brain, in hand and foot, and can waste the treasure or win more, according as we take heed to our ways or are heedless and so fall back toward rude and base beginnings.

—*From The Worth of "I Will," by Robert Collyer.*

RECENT LITERATURE.



FROM KING ARTHUR AND HIS KNIGHTS.

Used by permission of Rand, McNally & Co.

BOOK REVIEWS.

KING ARTHUR AND HIS KNIGHTS. By Maude L. Radford. Illustrated by Walter F. Enright. Rand, McNally & Co., Chicago. \$0.50.

This British hero-cycle, far better than the heroic myths of Greece and Rome, sets noble chimes ringing in English hearts and the hearts of their descendants. The vir-

tues of King Arthur and his knights are strong. Their sins and failings have a frank, natural stamp. Their chivalric daring, endurance, and courtesy light our aspirations; and the poetic form of the legends charms us with a lasting charm. Miss Radford's book of these legends is a delightful one, based upon the versions of Chretien de Troyes, Sir Thomas Malory, and Tennyson. This excellent volume emanates from the

University of Chicago, where Miss Radford is instructor in English. The publishers have done their part well, in giving clear, large type and substantial binding. The illustrations are vigorous and expressive. While intended chiefly for school use, it is pretty enough for a gift.

THE CHILDREN'S BOOK. A collection of the best and most famous Stories and Poems in the English Language. Chosen by Horace E. Scudder. Houghton, Mifflin & Co., Boston. \$2.50.

Sometimes it is desirable to give one general present to a family of children. In *The Children's Book* (new edition) such a gift is found, for it will prove a source of lasting enjoyment to both girls and boys, and conduce to the cultivation of heart and mind. It is a varied library in itself and, although a book of 440 large-sized, well-packed pages, the wonder still remains that Mr. Scudder could make it contain so much. Those who have known the book in the past will accord it the warmest welcome now.

CHILDREN'S FAVORITE CLASSICS. T. Y. Crowell & Co., New York. \$0.60 each.

Judging from the four volumes of this series that we have seen, and from the complete list of the books published in the series, we can strongly commend *Children's Favorite Classics* as worthy of the name and eminently suitable for gifts to children or for school or traveling libraries where the same classics are not already on the shelves.

ÆSOP'S FABLES.

Particularly to be commended is the volume of *Æsop's fables*. They are tersely, yet brightly told, and the morals appended are direct and pointed. The collection is extremely full, embracing nearly 350 fables; and the editor's introduction is an interesting though brief history of *Æsop* and the fables.

BIBLE STORIES FOR YOUNG PEOPLE.

In these the author's aim has been to tell the stories simply, without comment, and with no explanation of events other than the Bible gives. The illustrations are from photographs of well-known paintings of Biblical scenes.

TALES FROM SHAKESPEARE. By Charles and Mary Lamb.

A discriminating and thoroughly delightful introduction, signed A. A., precedes the original preface by Charles and Mary Lamb. The *Tales* themselves, although nearly one hundred years old, still serve their admi-

nable purpose as admirably as ever, and will doubtless continue to do so for many a long day.

PILGRIM'S PROGRESS. By John Bunyan.

Many people, feeling that the theology of this allegory is outgrown, do not put it in the way of children; but no boy or girl who can be induced to read it should be deprived of the wisdom and symbolism of this quaint old tale. Some children will reject it; but even in these days of myriads of books, Bunyan's claim that his book pleases young readers as well as old is doubtless true.

CHATTERBOX, 1903. Dana, Estes & Co., Boston. \$0.90 net.

The bound volume for 1903 of this well known English periodical has all the familiar characteristics,—stories, anecdotes, verses, and many full page pictures. The principal continued stories are both for boys this year, and the historical series is entitled *From Scottish Story*.

McCLURE'S CHILDREN'S ANNUAL for 1904.

Edited by T. W. H. Crosland. McClure, Phillips & Co., New York. \$1.50.

This large volume of miscellaneous prose and verse, new and old, may be commended for its pictures more than for the text. The latter is not objectionable, but decidedly mediocre. The colored pictures are in flat washes of well chosen colors and have something of the poster effect. The two large, full-page pictures of the toy-shop would be good for kindergarten use if cut out and mounted.

ROBIN HOOD. HIS BOOK. By Eva March Tappan. Illustrated by Charlotte Harding. Little, Brown & Co., Boston. \$1.50 net.

The gay, winsome warrior of the greenwood lives again before us in these vivid, humorous tales. Through them we can give him our fond admiration without restraint; for they reveal him as a brave, quick-witted, noble-hearted man, loyal to his king, devoted to the church, fond of outdoors, generous with money and service to any who are in need. We see that he is an outlaw, "not for crime as we count crime, but for shooting the king's deer," and we know that he does not deserve the death that is always threatening him.

The example of a hero of romance with such qualities as Robin Hood's will not lead the people far astray, the author says in her preface. Neither will boy and girl adorers be led into anything but beneficial hero worship. Happy the parent or other

giver who seeks this year a book for a child who does not yet own Robin Hood; for this handsome volume, with its pithy, sturdy stories, clear print, and characteristic pictures in color and in black-and-white, will "please him now and please him to remember twenty years hence."

THE STORY OF THE GOLDEN FLEECE. By Andrew Lang. Illustrations by Mills Thompson. Henry Altemus Co., Philadelphia. \$0.75.

A reviewer has said that the English of this version of the Golden Fleece story is so beautiful that it "goes to your head." That depends somewhat, of course, on how strong your head is; but the manner of telling is indeed simple and beautiful, and the division of the story into three parts under the headings of *The Children of the Cloud*, *The Search for the Fleece*, and *The Winning of the Fleece*, keeps the details clear. The pictures are charming, although there is something queer in the proportions of Jason's loins and thighs to the rest of his body in the single picture, "I am Jason."

any work for children reflects a jolly home-life, with fun and humor brightening all the happenings—even the necessary discipline, as we see in *The Education of the Delightful Boy*.

Mrs. Richards has aptly named her collection of merry trifles, and by their name indicated their place also. At any brief period when a short story or rhyme is needed to turn a child's attention or to give him a bit of amusement, suitable material can be found in this or the earlier volume.

THE LITTLE COUSIN SERIES. L. C. Page & Co., Boston. \$0.50 each; postage, \$0.05.

OUR LITTLE ITALIAN COUSIN.

OUR LITTLE SWISS COUSIN.

OUR LITTLE SIAMESE COUSIN.

OUR LITTLE NORWEGIAN COUSIN.

These four are by Mary Hazelton Wade, who has written all the previous volumes of the series. They are interesting, yet somewhat goody-goody in spots—not enough so, however, to set a child against them. The style of writing is clear, bright, and



FROM MORE FIVE MINUTE STORIES.

Copyright by Dana, Estes & Co.

MORE FIVE MINUTE STORIES. By Laura E. Richards. With illustrations by Wallace Goldsmith. Dana, Estes & Co., Boston. \$1.00 net.

Some children who lived in a prairie home, far from neighbors, were asked if they were not very lonely sometimes. "Well," answered one, sagely, "we *might* be, I suppose, if we did n't have such a funny mother." We should imagine that Mrs. Richards' children might in similar circumstances have the same testimony to give concerning their mother, for her liter-

simple, and a child would get a very fair "all round" idea of the customs and people in Italy, Switzerland, Siam, and Norway from Miss Wade's telling about them. Some slight errors are to be noticed, however,—which is unfortunate. In writing books of an informational order, too great precautions cannot be taken. The introduction of foreign words, for instance, when one has not a knowledge of the language used, is rather ticklish business; and the least assumption or guess regarding commonplace details of foreign life leads one

often straight into a pitfall. However, the errors are slight and few, and children would get from the books a good general knowledge of the countries read about. Mr. L. J. Bridgman is the artist, and his pictures show sympathetic treatment of his themes.

OUR LITTLE CHINESE COUSIN. By Isaac Taylor Headland.

Mr. Headland's name is a voucher for the reliability of the interesting and varied information given in this volume, so that children will not have to unlearn what has been presented to them as facts in pleasant form. The illustrations are reproduced from photographs and drawings by Chinese artists. By permission of the publishers a charming little extract about Chenchu at the toy booth appears in this number of *KINDERGARTEN REVIEW*.

JIM CROW'S LANGUAGE LESSONS, and other stories of birds and animals. By Julia Darrow Cowles. T. Y. Crowell & Co., New York. \$0.50 net.

Twenty true anecdotes, hardly to be called actual stories, are here given about birds, dogs, kittens, and field creatures. All are interesting, and several relate quite remarkable facts. To say that the animal pictures are by Charles Copeland is praise enough.

ORCHARD-LAND. By Robert W. Chambers. Illustrated in color by Reginald B. Birch. Harper & Brothers, New York. \$1.50 net.

Few writers succeed as does Mr. Chambers in writing "nature stories" for young children. His information is accurate, and the stories are sprightly, with no hint of sentimentality. The life histories told by the woodchuck, caterpillar, chipmunk, and other creatures will doubtless interest other children as they did the engaging pair, Geraldine and Peter, down in Orchard-Land. The seven full page colored illustrations are full of sweet childlikeness.

BILLY WHISKERS' KIDS, OR DAY AND NIGHT. By Frances Trego Montgomery. Illustrated by W. H. Fry. The Saalfield Publishing Co., Akron, O. \$1.00.

Day and Night are the children of the old goat, Billy Whiskers, and a number of the episodes in their careers are really comical. If the ingenious writer, before her books were published, could have a discriminating friend "blue pencil" the paragraphs that are not in good taste, it would be an advantage. This volume,

however, is a great improvement on its predecessor.

THE CURIOUS BOOK OF BIRDS. By Abbie Farwell Brown. With illustrations by E. Boyd Smith. Houghton, Mifflin & Co., Boston. \$1.10 net.

When many people who cannot write are writing books, a reviewer feels a grateful sense of pleasure in coming upon a book that shows the literary touch; and this



pleasure is derived from *The Curious Book of Birds*. The legends are selected from many sources and are very prettily told, and the book makes a charming contribution to bird literature, although differing from most bird books of the day in dealing with ancient fancies about birds instead of facts about them. The author says: "The long-time fancies which the world's children in all lands have been taught are quite as important as the everyday facts. They show what the little brothers have been to the children of men; how we have come to like some and to dislike others as we do; why the poets have called them by certain nicknames which we ought to know; and why a great many things are so, in the minds of childlike people." The artist has conceived and executed the eighty pictures very happily.

THE PRINCESS KALLISTO AND OTHER TALES OF THE FAIRIES. By William Dana Orcutt. Illustrated by Henrietta Amsden. Little, Brown & Co., Boston. \$1.50.

The beauty of this book in its pictures and general make-up makes its strong appeal to us again with the second edition; but we can only regretfully repeat that, notwithstanding the author's excellent ideas as expressed in the preface, his stories would give "mis-knowledge of natural phenomena" to children, and are otherwise

faulty in tone and influence. One story we can commend for kindergarten use: Pattikins and the Sea Maiden. It is capital as an illustration for childish minds of the truth that "Each thing in its place is best."

THE DEW BABIES. By Helen Broadbent. Illustrations by W. T. Whitehead. E. P. Dutton & Co., New York. \$2.00.

A large book of connected tales dealing with mist and frost fairies and a host of familiar fairy-tale characters is here presented to American readers. The book is an English one transplanted. There is no special significance to the tales, and although a child might be interested enough to read the three hundred and more pages, he would have but added notions of many things for his pains.

THE GIANT'S RUBY AND OTHER FAIRY TALES. By Mabel Fuller Blodgett. Illustrations and decorations by Katharine Pyle. Little, Brown & Co., Boston. \$1.25 net.

Can it be that these ten new fairy tales have originality enough to make them worth while? Yes, indeed; originality marks every one of the ten, and a brilliant imagination weaves a tissue of charm over them all. The Prince of the Silver Shield may be said to have an "ethical core," but Mrs. Blodgett has frankly no intent but to entertain. Her style is admirable, and she makes many happy thrusts of humor that the reader enjoys, even if with a feeling of being a little thrust at himself. One comical slip comes in the story of the Faithful Porcupine, the Gray Goose being always referred to as *he*. Does n't Mrs. Blodgett know of ganders? Miss Katharine Pyle's illustrations are in her best style.

THE TRUTH ABOUT SANTA CLAUS. By Charlotte M. Vaile. T. Y. Crowell & Co., New York. \$0.40 net.

Here is truly a sweet, jolly story, overflowing with Christmas feeling and joyful Christmas doings. Our only quarrel with it lies in the untruthfulness of its title. The idea in the writer's mind seems to have been to personify the spirit of Christmas in the form of a little child, because this serves to transfer the thought more readily to that of the Christ-child. But the realistic child-Santa, with his invisible cloak and winged feet, now dashing down an alley and now taking a man by the buttonhole, is no *truer* than the merry old fellow who has been so long accepted, and

it is a pity that the author christened her delightful little story with so confusing and unwarrantable a title.

THE STAR FAIRIES, AND OTHER FAIRY TALES. By Edith Ogden Harrison. With Illustrations and other drawings by Lucy Fitch Perkins. A. C. McClurg & Co., Chicago. \$1.25 net.

Loveliest clothes, rarest jewels, most beautiful brides and bridegrooms (no story without them), exquisite schemes of color, dazzle and sheen of every description,—all these are employed in endless profusion in the six stories: The Star Fairies, The Gift of the Birds, The Land of the Polar Star, The Forest of Rainbow Colors, The Lost City of the Sea, and The White Palace. The pictures, by Lucy Fitch Perkins, give the eye a gratifying feast through their beauty of line and color.

HOW THE TWO ENDS MET. By Mary F. Leonard. T. Y. Crowell & Co., New York. \$0.60 net.

This is a story full of life and interest about the people of various classes who live on a city "square." The chief characters are the rich family in the big mansion at the corner, a kindergarten student, and her lovely, refined mother and little niece, Frederick, the mischievous lame boy, and Jumps, the boy with a newspaper route. How all these, in spite of some prejudices, come to be good friends at last, is what the story unravels. There are jolly doings all through, and a fine ending. The illustrations are very good indeed.

SHEBA. By Anna Chapin Ray. T. Y. Crowell & Co., New York. \$0.60 net.

Successor to Playground Toni, this story of a New York tenement district shows the struggles among the children of the poor, and how the good crops out, as Mr. Riis says, in spite of all the bad with which they are surrounded. Playground scenes are vividly set forth, and no ultra-romantic glamour is cast over the behavior of the little rascallions in Miss Dering's sewing class. Sheba is a poor hunchbacked girl, whose life is terribly hard, but she is made happy before its close.

THE MISLAID UNCLE. By Evelyn Raymond. T. Y. Crowell & Co., New York. \$0.60 net.

A bewitching, well-bred child, who travels as an express parcel from San Diego to Baltimore, gets delivered to a crabbed, elderly, rich Joseph Smith; instead of to her rightful uncle of the same name. While

the "mis-laid" uncle is being found, the little girl captivates the elderly gentleman, his household, and neighbors, and all ends in a fairy-godmother-like fashion. There are not many pictures, but they suit the story well.

HOW BESSIE KEPT HOUSE. By Amanda M. Douglas. Henry Altemus Co. \$0.75.

Besides the longer story which gives the book its title, two others are thrown in,—*Laura's Lesson* and *Jessie's Dollar*. All three are bright, natural, and well constructed, and each one makes clear its own particular point. Home stories, like these, with work and joy and stress in them, are very fascinating to the little girls for whom they are intended, and while Miss Douglas is too skillful a story-teller to preach sermons when she has her reader's attention, little girls will spring up after reading these bits of life history, and help about the house with an enduring alacrity that will make their mothers open their eyes.

REBECCA OF SUNNYBROOK FARM. By Kate Douglas Wiggin. Houghton, Mifflin & Co., Boston. \$1.25.

Rebecca is a State of Maine girl just as Kate Douglas Wiggin herself was, and there are reasons for imagining that some of Rebecca's bright and clever doings are not dissimilar to some of the author's girlhood pranks. The story tells of Rebecca's starting out from her mother's home (a very picturesque chapter) and going to live with her two maiden aunts in North Riverboro'. These aunts, who are fairly well-to-do, have offered to give her her schooling and make her capable of self-support as a teacher. Years bring adventures, joys, and chastening discipline, but Rebecca ripens and blooms through them all. State of Maine characters are apt to be strongly distilled, and those of North Riverboro' were no exception. Aunt Mirandy and Aunt Jane, Uncle Jerry and his wife, and the various village folk are pictured "to the life"; the dialect is perfect in its Down-Eastiness; and, as is usual in this author's stories, fun is plentiful and wisdom not lacking.

THE GREEN SATIN GOWN. By Laura E. Richards. Dana, Estes & Co., \$0.75 net.

The Green Satin Gown and the six accompanying stories bear the mark "sterling," judged both from interest of plot and style of writing. The first story, which is perhaps the prettiest of all, does not put the rest to the blush, as is sometimes the case in a collection. The paper mill story, *Blue Egyptians*, is dramatic and romantic, but its main incidents are founded on fact.

THE BOOK OF CHILDREN'S PARTIES. By Mary and Sara White. The Century Co., New York. \$1.00 net.

Following a sensible talk on the giving of children's parties, come directions for making such parties a delight. Sets of games for the different seasons of the year and for special days are given, together with exact information as to what is to be provided beforehand by the one in charge, what is best to be done when a few children have arrived, how to make favors, how to compose the *menus*,—in fact, "how to do it" in general and in particular. A pretty little book, with pictures showing "properties," favors, and party scenes.

KINGS AND QUEENS. By Florence Wilkinson. Illustrated by Ethel Franklin Betts. McClure, Phillips & Co., New York. \$1.20 net.

This might be called a poetical child-study book. "I have set down these verses," says the author, "with small attempt at literary form,—in some cases just as the babblings came from the children's lips. At times I have found Beulah's unlettered scrawls on the skirts of her paper dolls or on the shaving curls which she wears when she is a princess. I have been unseen amanuensis at the tea parties and games; I have played eaves-dropper when David hobnobs with his beloved Mrs. O'Hara at the windy clothes-line. More often I have interpreted the dim fancies in the depths of wonderful child-eyes."

The prologue, *David and I*, is an exquisite bit of prose writing, full of feeling for nature, rich with color painting, and glowing with tender love. It tells of an unconventional seeking for the place where the newly wedded lovers, the artist and his poet-wife, were to found their House of Great Content. Established in this house, the children came: Belinda, John, David and Beulah, the twins, and the Littlest One, who died. These are the kings and queens of the household. The verses indited in the "books" of Belinda, John, David, and Beulah are refreshingly ingenuous. They have much unconscious humor in them, too. John's compositions, put in to fill up his part, are rich specimens. The pictures consist of charming portraits of the children and little head pieces at the beginning of each "book." Although grown people interested in children may get the most enjoyment from a book like this, older boys and girls, appreciative of good turns in language and of what other children think and say, will like it, too.

JACK THE FIRE DOG. By Lily F. Wesselhoeft. Illustrated by C. W. Ashley. Little, Brown & Co., Boston. \$1.00 net.

With adventures of animals and of children interwoven, according to the habit of this writer, and with joy always following fast upon the heels of sorrow or disappointment, Jack the Fire Dog is a kindly and entertaining book for children. The dog-

tirely unkindergarten-like, that we rejoice in this book to which we can point as one truly representative of kindergarten ideas and methods in child training. It is a "note-book with a purpose," written by a sometime teacher of kindergarten children and of kindergarten normal students, after her marriage and adoption of (or being adopted by, as she prefers to have it,) a



FROM JACK THE FIRE DOG.

Little, Brown & Co.

hero, Jack, is perhaps better drawn than the child-characters; but he is worthy of being the center of attraction, and children who make his acquaintance must have a friendlier understanding of dogs in consequence. The pictures will give pleasure, especially those of Jack running with the fire engine and the fireman carrying the blind boy out of a burning building.

NOTE-BOOK OF AN ADOPTED MOTHER. EXPERIENCE IN THE HOME TRAINING OF A BOY. By Eleanor Davids. E. P. Dutton & Co., New York. \$1.00 net.

"Kindergarten" is so often brought into discredit by having ideas, stories, books, and practices attributed to it that are en-

five-year-old boy. The records are evidently perfectly sincere and frank, and cover the first year of her experience in training the child.

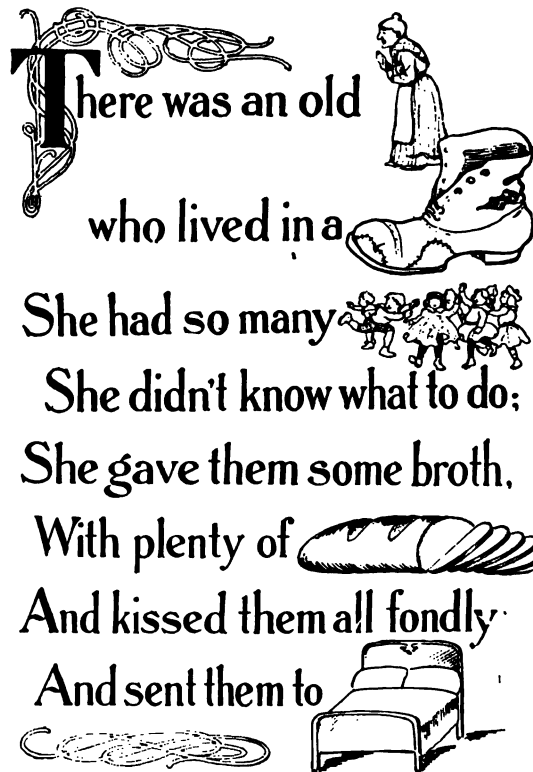
No more illuminating, explicit, day by day setting forth of wise dealing with a developing human being, no better demonstration of discipline as "the treatment suited to a learner," has ever fallen into our hands; and we hope that many parents and teachers will discover and read it.

A LITTLE BROTHER TO THE BEAR, AND OTHER STUDIES. By William J. Long. Illustrated by Charles Copeland. Ginn & Co., Boston. \$1.50.

Days and seasons spent in the wilds in silent watchfulness, following the lure of

the individual and unusual, has led Mr. Long to the discovery and interpretation of many curious habits in the animal world. The facts here presented have been selected from many years' observations with the intention of bringing into notice strange and unusual things. Three chapters deal with the woodcock, two with the bear, and one each with the raccoon, lynx, and toad. Following these are chapters entitled Animal Surgery and Hunting without a Gun, together with a Glossary of the Indian names often used to designate the animals. Not a page is uninteresting either in style or substance. In fact, the book is delightful throughout, and bears the impress of careful, restrained statement. Pictures by Charles Copeland are lavishly introduced, and help to make us feel personally acquainted with all the characters of the book.

the good execution; for this miniature page represents one of very large size with well-colored small pictures, and dashes of color across the rhymes. These dashes of color give a gay effect, but do not interfere with the reading, for the rhymes are printed in very coarse, heavy-faced type that is not obscured by the color. The little pictures which take the place of many of the nouns in the text are the "new feathers" of this Mother Goose, and they certainly do add a charm to the indispensable old rhymes. The other matter in the book cannot be commended so heartily as can the Mother Goose part, although most of it is well enough in its way. The Alphabet of Animals is better than the Alphabet of Birds, but a little polishing would have improved them both, making them worthier their place in this attractive, sure-to-be-popular book.



FROM NEWLY FEATHERED. OUR MOTHER GOOSE.

National Publishing Co.

NEWLY FEATHERED. OUR MOTHER GOOSE. National Publishing Co., Philadelphia. \$1.00.

The accompanying cut will give an idea of the plan of this book, but no idea of

LETTERS FROM PUSSYCATVILLE. By S. Louise Patteson. George W. Jacobs & Co., Philadelphia. \$0.75 net.

Two pet cats, Muffie and Buffie, write letters to their child-mistresses who have

gone to the country for the summer; five kittens write to their mother, Madame Budge, after having been taken away to five new homes; and Snowball and Topsy, two cat friends, write to each other. A child who loves cats will find these letters fascinating, and cannot fail to have his sympathy for these little creatures made more intelligent by the perusal of the book. The cover is very prepossessing, being decorated with two fine looking cats and some of their letters. The twenty-four illustrations are from original photographs. Mrs. Patteson, the scribe of the pussycats, keeps a camera at hand, and when she discovers an unusually good pose, presses the button.

Simpleton, the fairy tale of the Crystal Bell, and two of Drusilla's negro stories are of Mr. Harris' best. Droll comments on modern stories and story-telling, and funny sayings of Wally Wanderoon and the children, prevent the setting from being mere "connecting tissue," as is frequently the case in books planned after this fashion. The illustrations are by Karl Moseley.

THE SANDMAN: MORE FARM STORIES.

By William J. Hopkins. Illustrated by Ada Glendenin Williamson. L. C. Page & Co., Boston. \$1.20 net.

The former Sandman stories have evidently met with approval, for here is a



Lizette and the old woman.

FROM WALLY WANDEROON AND HIS STORY TELLING MACHINE.

McClure, Phillips & Co.

WALLY WANDEROON AND HIS STORY TELLING MACHINE. By Joel Chandler Harris. McClure, Phillips & Co., New York. Postpaid, \$1.72; net, \$1.60.

Eight capital stories are here placed in a setting wherein figure children familiar to readers of Aaron in the Wild Woods, and Mr. Thimble-finger. The stories are of fine, healthy savor. The tale of John the

second volume, of the same simple, wholesome character, in which tales of homely country doings call forth from little children all the eager interest that the drama calls forth from their elders.

Each story sets out with the same preamble, for which the child is ready every single time, rounds out at the close with something comfortable and pleasant, and

then stops abruptly and definitely, as if a curtain were dropped, with a laconic: "And that 's all."

"Warranted to wear well" might be affirmed of both stories and pictures. In the latter there is no obtrusive aim to be effective or picturesque, but only to portray sincerely what the story calls for. Each of the twenty-one stories has a full page illustration and there are enough vignettes and marginal sketches to bring the number of pictures up to forty.

THE STORIES OF PETER AND ELLEN. By Gertrude Smith. Illustrated by E. Mars and M. H. Squire. Harper & Brothers, New York. \$1.30 net.

A pair of children set in a circle of adoring relatives, who bestow ponies and play-houses and other fine presents as freely as they bestow loving epithets upon the children — this is the familiar plan upon which the stories of Peter and Ellen are made. They are not so over-sweet and over-repetitious as are some of the stories of pairs of children sent out by this writer, and this, in our opinion, will make them more acceptable to the little folk and less cloying to those who read the stories aloud. The pictures are softly gay in color and excellent in drawing.

JANE AND JOHN; THEIR PLAYS, PICNICS, AND PARTIES. By Elizabeth Polhemus. Little, Brown & Co., Boston. \$1.50 net.

Jane and John are respectively seven and five years old, and this volume will appeal most to children of those ages. Notwithstanding the slang used by the children, and evidently put into their mouths so that their speech should seem more "natural," the book is better than many that are addressed to children of seven and under, the stories being lively in tone and full of action, and Jane and John not goody-goody nor yet naughty in such ways as would supply bad examples to the children who read or hear the stories. The text decorations and six full page illustrations in color are from drawings by Charles E. Heil. The book contains over three hundred pages.

INNOCENT INDUSTRIES, OR KINDERGARTEN TALES FOR INDUSTRIOUS INFANTS. By Oscar von Gottschalk. R. H. Russell, New York. \$1.25.

The sub-title will be seen at once, on glancing at the book, to be used only jokingly; for the broad burlesque of the pictures and the "slanguage" of the text are entirely out of the realm of the young

child's understanding. A strictly descriptive title would be: *Humanity and Labor Vulgarized*. The extravagant disfigurements in the illustrations, and the jokes about shady transactions in cotton, oil, and tobacco, are unfit to be put before children, and not worth while for anybody.

TWILIGHT TALES TOLD TO TINY TOTS. By Anita D. Rosecrans. T. Y. Crowell & Co., New York. \$0.50 net.

These are scraps of stories, mostly of an emasculated and unoriginal order.

THE CHILD'S BOOK OF KNOWLEDGE. By Harry Rountree. E. P. Dutton & Co., New York. \$1.50.

"Large size and small value" sums up our impressions of this book. The text is of this order: "A Noun is the name of a PERSON, ANIMAL, PLACE or THING, as: TOMMY and the little BEAR went to ANIMAL LAND in a TUB." This bit of knowledge faces a picture showing the tub and the voyagers. At the third definition (of an adjective) Tommy, sensible child, "became *tired* and went home." The animals and definitions keep on for about a hundred pages. When grammatical definitions are discarded, geographical are taken up. The pictures, all in black and white, are cleverly executed, but the fun seems very artificial.

THE GOLLIWOGG'S CIRCUS. By Florence K. Upton. Verses by Bertha Upton. Longmans, Green & Co., New York. \$1.50 net.

Eight Golliwogg books are completed by the appearance of this one, and yet the characters are, if anything, fresher and livelier than ever, and the verses more natural and droll. The pictures of kind old Golliwogg and those gentle yet spirited girls, the Dutch dolls, are truly remarkable for their variety of action, expression, and harmony of color. Comicality without coarseness is here achieved.

THE LITTLE OWLS AT RED GATES. By Ella Farman Pratt. Pictures by Edith Francis Foster. Dana, Estes & Co., Boston. \$0.60 net.

The good idea of mixing picture-writing with printed words has brought forth a number of rebus books for little children this year. Among the best of these must be counted *The Little Owls at Red Gate*, for the tiny pictures are graphic and will be easily "read" by the children, while the stories, simple as they are, are concerned

with lively incidents in owl-life and child-life, such as will surely be entertaining.

A BUNCH OF KEYS. By Margaret Johnson. Illustrated by Jessie Walcott. E. P. Dutton & Co., New York. \$1.00 net.

Miss Johnson is an adept at rebus stories, and these are very good — text, pictures, and all. Kindergartners will find *The Story of Lily the Pig* suitable for telling to their youngest children in connection with the mother-play of *The Fishes*, as an illustration of unhappiness caused by unnatural environment. The drawings of the chief objects could be made on the blackboard with the broad side of the chalk, either beforehand or at the time of telling, according to the skill of the teacher. *The Story of the Blue Band-Box* is a lively one to use in playing Stage-coach.

TWELVE PICTURE BOOKS FOR CHILDREN. By W. W. Denslow. G. W. Dillingham & Co., New York, N. Y. Paper, \$0.25; linen, \$0.50.

Gorgeous in scarlet, orange, and green, set off by black and white, the Denslow picture books of this year make a fine show: but upon examination the books are disappointing. The ideas of the illustrator and editor as expressed in talking about his books are good. The need does exist for some "expurgation" of childhood classics; but these books do not show the keen discrimination of values nor the restraint in remodeling the ancient treasures that is requisite for the successful accomplishment of the task.

The *Old Mother Hubbard* book is the one out of the dozen that we would select as wholly to be recommended. It pictures Dame Hubbard as a cheery, dressy old lady, and the dog is not over-grotesque as are many figures in the other books. Fun and action and well-harmonized although striking colors enliven every page. The good old rhyme will delight children more than ever in this gay dress.

BOOKS RECEIVED.

HOUGHTON, MIFFLIN AND CO., BOSTON. *The Children's Book.* Edited by Horace E. Scudder. \$2.50 net. *The Curious Book of Birds.* By Abbie Farwell Brown. \$1.10 net.

E. P. DUTTON AND CO., NEW YORK. *Note Book of an Adopted Mother.* By Eleanor Davids. \$1.00 net. *The Dew*

Babies. By Helen Broadbent. \$2.00. *The Child's Book of Knowledge.* By Harry Rountree. \$1.50. *A Bunch of Keys.* By Margaret Johnson. \$1.00 net.

A. C. McCLURG AND CO., CHICAGO. *The Spinner Family.* By Alice Jean Patterson. \$1.00 net. *The Star Fairies.* By Edith Ogden Harrison. \$1.25 net.

ART CRAFT SUPPLY CO., CHICAGO. *How to Do It Series.* By T. Vernetta Morse. Book III., *Chip Carving*; Book IV., *Bead Work.* 25 cents each.

THE SAALFIELD PUBLISHING CO., AKRON, O. *The Wonderful Electric Elephant.* By Frances Trego, Montgomery. \$1.50. *Billy Whiskers' Kids.* By Frances Trego Montgomery. \$1.00.

DANA, ESTES AND CO., BOSTON. *The Green Satin Gown.* By Laura E. Richards. \$0.75 net. *More Five Minute Stories.* By Laura E. Richards. \$1.00 net. *The Little Owls at Red Gates.* By Ella Farman Pratt. \$0.60. *Chatter-box for 1903.* \$0.90 net.

ROGERS AND EASTMAN, CLEVELAND, O. *Hawthorn and Lavender. A Song Cycle.* Words from the poems of W. E. Henley. Music by Fanny Snow Knowlton. \$0.75.

GINN AND CO., BOSTON. *The Jones Readers.* I., II., III., IV., and V. By L. H. Jones.

DOUBLEDAY, PAGE AND CO., NEW YORK, N. Y. *The Story of My Life.* By Helen Keller. \$1.50 net.

NATIONAL PUBLISHING CO., PHILADELPHIA, PA. *Newly Feathered. Our Mother Goose.* By Newton H. Jones. \$1.00.

D. APPLETON AND CO. *First Book in Hygiene.* By W. O. Krohn.

CLAYTON F. SUMMY CO., CHICAGO. *Music-Education, Second Book.* By Calvin B. Cady.

LONGMANS, GREEN AND CO., NEW YORK. *The Golliwogg's Circus.* By Bertha Upton and Florence K. Upton. \$1.50 net. *The Crimson Fairy Book.* By Andrew Lang. \$1.60 net.

RAND, McNALLY AND CO., CHICAGO. *King Arthur and His Knights.* By Maude L. Radford. \$0.50.

GEORGE W. JACOBS, PHILADELPHIA, PA. *Letters from Pussycatville.* By S. Louise Patteson.

LITTLE, BROWN, AND CO., BOSTON. Robin Hood. By Eva March Tappan. \$1.50 net. Jane and John. By Elizabeth Polhemus. \$1.50 net. The Golden Windows. By Laura E. Richards. \$1.50.

THOMAS Y. CROWELL AND CO., NEW YORK. Bible Stories for Young People. By Sarah E. Dawes. \$0.60. Æsop's Fables. Edited by J. W. McSpadden. \$0.60. The Pilgrim's Progress. By John Bunyan. \$0.60. Tales from Shakespeare. By Charles and Mary Lamb. \$0.60. The Truth about Santa Claus. By Charlotte M. Vaile. \$0.40 net. Jim Crow's Language Lessons. By Julia Darrow Cowles. \$0.50 net. Twilight Tales Told to Tiny Tots. By Anita D. Rosecrans. \$0.50 net. Sheba. By Anna Chapin Ray. \$0.60. How the Two Ends Met. By Mary F. Leonard. \$0.60 net. The Mislaid Uncle. By Evelyn Raymond. \$0.60 net. The Little Foresters. By Clarence Hawkes. \$0.60 net.

GEORGE W. JACOBS AND CO., PHILADELPHIA. Letters from Pussycatville. By S. Louise Patteson. \$0.75 net.

THE SAALFIELD PUBLISHING CO., AKRON, O. Æsop's Fables in Rhyme for Children. By Richardson I. White and Margaret D. Longley. \$1.25. Jewel Story Book. By Florence A. Evans. \$0.60.

GINN AND CO., BOSTON. A Little Brother to the Bear. By William J. Long. \$1.50.

EDUCATIONAL READINGS IN RECENT PERIODICALS.

THE CHARACTER AND CHARM OF CHILDREN. By Fanny Ogden Ide. The Outlook. October 24. MELCHIZEDEK'S DAY. By Nora A. Smith. The Outlook. October 31.

THE SCHOOL. By Charles W. Eliot. Atlantic Monthly. November.

ALCOTT AS A PIONEER EDUCATOR. By Annie R. Marble. Education. November.

WHAT DO TEACHERS READ? By Mary D. Pretlow, Lucille A. Goldthwaite, and Alice Wilde. Educational Review. November.

PROGRESS OF THE MOVEMENT.

Items of news and reports of the work for the news departments are solicited from kindergartners in all parts of the country. Copy should be received before the tenth of the month to insure insertion in the next issue.

Indianapolis, Indiana.

On Tuesday evening, October 27, occurred the dedication of the William U. Jackson Memorial Institute, the new home of the Indiana Kindergarten and Primary Normal Training School. Although the school was incorporated twenty-one years ago, it has never had a permanent or suitable building. Throughout its existence it has rivaled the wanderings of Ulysses, having moved twenty-eight times and occupied seventeen different buildings.

The present edifice was erected by its friends, in memory of Mr. Jackson, who, by his lovable nature, lifelong devotion to children, and patriarchal character in the city had made such a monument fitting.

The new building stands on high, open ground, on the edge of the residence district. Its materials are stone and pressed brick, its proportions are large, its architecture is simple and substantial. It is well planned and fully equipped for the work.

On the first floor are the school library, and quarters of the superintendent, faculty, and post graduate students. On the second are the large assembly hall and the model kindergarten. The third floor is devoted to recitation rooms. The fourth contains the gymnasium, with its dressing rooms and shower baths, and the studio. In the basement are the rooms devoted to domestic training, which is a required part of the normal course — a well equipped laboratory kitchen, complete dining room, and

bed room. The decorations and furnishings have been chosen with the utmost care. The walls are tinted in water color, with burlap dadoes in harmonious contrast. Ten pictures have been hung, and these representative of the best art. Rugs, mantels, and palms modify the austerity of the place, which has been planned to combine simplicity with good taste, utility with æsthetic culture. The effect is spacious, comfortable, and pleasing.

Although the school has never lacked students, and has grown steadily in spite of cramped and ill-suited external conditions, it enters its new quarters with a keen appreciation of its enlarged facilities and high aspirations for its future.

Cincinnati, Ohio.

A good work is being done *Rest Cottage for Mothers.* by the Cincinnati Kindergarten Training School through its Students' Club which is composed of all persons actively engaged in the school,—faculty, board members who participate in any way, directors, and students. In addition to the monthly meeting for business and social affairs, the undergraduates hold a weekly service of fifteen minutes at which time various ministers and educators speak. The purpose of the club is to work for the training school first and then for mothers. The poorest mothers are sent to the Fresh Air Farm and the next grade, who can pay a little, to Rest Cottage, a summer home for women and children, ideally situated near New Richmond, overlooking the beautiful Kentucky hills and Ohio river.

The cottage is maintained by the club and is loaned for a two weeks' vacation to the various groups of mothers throughout the city.

The women keep house on the coöperative plan, their weekly expenses averaging a dollar and a half for each person.

Through the generosity of friends, the club has been able to furnish the cottage and carry on the work successfully thus far, and as each season advances a growing demand is found for just such accommodations, where mothers with their little ones may take a two weeks' outing, and in a measure be self-supporting.

Cambridge, Mass.

The Mothers' Club of the *"Fathers' Night."* Wellington and Gannett schools, Columbiastreet, held their annual "fathers' night" in the Wellington school hall, October 23. About four hundred were present.

The club is composed of the mothers

whose children are or have been pupils in the kindergarten branches of both schools. They meet once a month to confer with the teachers in regard to what has been done by the children, and to listen to talks and suggestions upon what is best for the general welfare of the children, both in and out of school. It is composed of about fifty members, and has the following officers: President, Mrs. Josephine Walsh; secretary, Mrs. Nellie Carr; treasurer, Mrs. Margaret Diehl.

The "fathers' night" consisted of an entertainment with addresses and a collation, followed by a reception tendered to the teachers in charge of the kindergarten branches. The hall was decorated with the stars and stripes, and surrounding the stage were a large number of ferns and other hothouse plants.

Davenport, Iowa.

Since November 9, 1901, *History of the* the Davenport Kindergarten *Movement.* Association has maintained

one public kindergarten, started in the old Fourteenth Street Methodist Church. At the time of the tearing down of the building, it was moved to a store on Harrison street, where the enrollment was limited to thirty-six children, sixteen being turned away on account of lack of room.

In September, 1902, thanks to the interest of the pastor and the people, a more spacious room was secured in St. Paul's Lutheran Church, where the kindergarten was conducted throughout the year.

The Chicago Kindergarten Institute co-operates with the director, Miss Hertha Petersen, in the training of young women for the kindergarten.

The kindergarten is supported by subscription. Parents of each of the children in the kindergarten are asked to pay in subscriptions proportioned to their ability, besides five cents per week for materials used. Further expense is met by outside contribution.

The object of the Kindergarten Association is to work toward the establishment of kindergartens as a part of the public school system.

In June, 1903, the request of the association for the use of a room in Number Nine school was granted by the school board, and in September the kindergarten was opened there with about fifty children.

The officers are: President, Mrs. A. C. Shaffer; vice-president, Mrs. J. B. Burbank; treasurer, Mrs. A. Riepe; corresponding secretary, Miss Hertha Petersen; secretary, Mrs. C. R. McCandless.

Chicago, Illinois.

Chicago kindergartners "*Kindergarten Houses*." may well be proud of their "kindergarten houses" where kindergartners, teachers or students, young or old, native or foreign, are always made at home and welcome, provided with fine food and shelter at a cost purely nominal, immediately surrounded with friends.

There are a number of such houses in Europe, and in America they are springing up in all directions. Fort Worth, Texas; New York, Brooklyn, Boston, Cincinnati, New Orleans, Louisville, Pittsburgh, in all these cities the kindergarten houses may be found in active operation nowadays, and each and every kindergartner in existence is welcome in them all.

In Chicago there are two such houses. Gertrude House, the home and scene of operation of the Chicago Kindergarten Institute, now at 40 Scott street, began its work over ten years ago. For Gertrude House is claimed not only priority in this kind of work, but that it is actually the only house of its kind in existence. It is a home, a real home for over sixty women yearly, and it receives and constitutes a pleasant temporary home for many others. The heads and authorities of Gertrude House make a specialty of training workers for the social settlements, although the training for public and private school work is by no means neglected. Mrs. Mary Boomer Page, Miss Amalie Hofer, and Miss Caroline C. Cronise are the resident directors, and each one is a kindergarten and home-making specialist in one or several lines.

Marienthal House, the home of the Chicago Kindergarten College students, is situated at 3715 Langley avenue, thus providing a pleasant cooperative home on the south side for thirty-six other devoted students and adherents of the kindergarten.

Miss Josephine Button is the superintendent, and Marienthal House, while conducted on a little different basis from that of Gertrude House, the school and practice work of the students being carried on away from the dormitory precincts, is no less a beautiful and unusual home.

In both the Chicago kindergarten houses some active cooperation in the work of housekeeping and home-making is required of each and every resident, and this from other than purely economic reasons. The home spirit is most ardently sought after and adjudged most valuable by the authorities back of each institution, and the work done by the students, believed and intended

to be strongly conducive to this spirit, is precisely that which would be performed by the affectionate and conscientious daughter of a comfortable private home.

Brooklyn, New York.

Officers of the Brooklyn *First Meeting* Kindergarten Union for the year 1903-1904 are: President, Miss Mary H. Waterman; first vice-president, Miss Elizabeth C. Skinner; second vice-president, Miss Etta M. Wilson; secretary, Miss Mary Constantine; treasurer, Miss Ida W. Aikman.

The first meeting was held at the Pratt Institute Kindergarten House, Tuesday evening, October 20. A large number of members were present. Mrs. Ada M. Locke gave a most interesting account of her impressions of the summer schools abroad and contrasted their methods with those of our own country.

Miss A. E. Fitts and Miss Fanniebelle Curtis also gave some delightful summer reminiscences and Miss F. A. Wood sang a group of songs. The plan of work for the year was outlined by Miss Waterman and nineteen new members were elected. At the close of the meeting there was an informal reunion and all enjoyed examining a fine collection of Japanese photographs and prints.

MARY CONSTANTINE, *Secretary*.

Honolulu, H. T.

At the annual meeting of the Free Kindergarten and Children's Aid Association held October 2, reports were read from the city's six kindergartens, and from those on all the islands. These indicate an increase in the popularity of the kindergarten, which was also shown by the appropriations of the legislature. A large kindergarten is to be started next year.

During the past year the kindergartners have devoted themselves extensively to the teaching of practical housework, such as sewing, washing, mending, etc., upon the whole, teaching the children in a general way to assist their mothers in the keeping of the homes. The mothers' meetings have been a success, an increasing interest being taken in them by the mothers, whose little ones attend the kindergartens. An instance was cited where the father of a kindergarten child painted the building's floor. The paint used for this was paid for by the children.

The mothers have accompanied the children on their excursions this summer.

The financial question seems to be the

greatest difficulty which the kindergartners have to encounter at present. Donations have been received from various friends, but there is still an evident lack of funds.

In order to partially overcome this difficulty, several plans have been made for entertainments.

A report was read from Mrs. Thompson, who has charge of the sanitary work in connection with the kindergartens, which have all been equipped with medicine closets. Dr. Waterhouse has rendered material assistance in this department of the work, and the Board of Health has also taken an active interest in the matter.

Mrs. A. B. Wood was elected president for the ensuing year.

Philadelphia, Pennsylvania.

Alumnae Meeting. On the afternoon of October 17, the Alumnae Association of the Philadelphia Training School for Kindergartners held its meeting at the home of Mrs. Ethel Burnham Worcester, one of its members.

There was a short business meeting, followed by a very interesting paper on the Gifts, by Miss Geraldine O'Grady of Teachers College, New York. The basis of the talk was some practical suggestions on the use of the Gifts. Miss O'Grady emphasized strongly the importance of letting the children experiment freely, and make discoveries for themselves. It is only by doing the thing for ourselves we gain the needed experience. We learn how to teach by teaching; we learn how to do by doing. She also laid great emphasis on the necessity of repetition. It is not by doing the thing once or twice, but over and over again that the idea becomes fixed.

Although the day was very stormy, the attendance was large, and the occasion a most enjoyable one under the kind hospitality of our hostess.

HELEN GRICE,
Secretary.

Dubuque, Iowa.

Lecture Course for Mothers. The meeting of the Mothers' Club of the Lincoln kindergarten, held in October, was productive of good results, and the mothers are banded together for another year of work. The director of the kindergarten, Miss Elsie Ibach, will deliver a lecture to the mothers at each meeting, a talk dealing with the mother plays which underlie the philosophy of the child-study. The women of the city are taking up the work in earnest, and are taking a course in the art, studying the songs and mother plays, in order to keep in perfect understanding of the thoughts being carried out

in the kindergarten. Many new ideas were suggested for the winter's work, but the study of the training met with the general approbation of the mothers, and, as a consequence, it will be given to them under the skilled direction of a competent instructor in the same manner as it is given to the young women of the training classes.

The mothers are also to make a study of the songs in connection with the work. A program will be rendered each time of meeting.

The officers are: President, Mrs. L. H. Langworthy; vice-president, Mrs. Ulber; secretary, Mrs. Howie; treasurer, Mrs. Kintzinger.

Hartford, Connecticut.

Meeting of the Connecticut Valley Kindergarten Association.

The annual meeting of the Connecticut Valley Kindergarten Association was held in the South school at Hartford, on Saturday, November 7. The kindergartners were welcomed by Principal Charles H. Keyes of the South school, who gave a short talk on the Influence of the Kindergartens upon Elementary Education. This was followed by a round table on Children's Gardens, opened by Miss Margaret Laidlaw of Hartford. Papers were read by Mrs. Ellen C. Hall, New Haven, and Miss Neva Nash, Hartford. A paper prepared by Miss Georgiana Minor, South Manchester, was read by Miss Anne B. Wilson, Hartford. Director H. D. Hemingway of the Hartford School of Horticulture gave practical points in regard to summer gardens and children's farming.

At the afternoon session, Miss Caroline T. Haven of the Ethical Culture Schools of New York gave an interesting address on Occupations, illustrating her talk with various articles which the children of the Ethical Culture Schools had made. Other exhibits of work were shown and explained by kindergartners and a general discussion followed.

In a separate room, Miss Bertha Corbette of the Chicago Art League and Miss Eleanor E. Linden, had an exhibition of water-color paintings.

Officers elected for the year were: President, Miss Hattie Twichell, Springfield, Mass.; vice-presidents, Mrs. Graves, Willimantic, Ct., and Miss Margaret E. Smith, Florence, Mass.; secretary, Miss Minnie Littlefield, Springfield, Mass.; treasurer, Miss Alice S. Hawkins, Hartford, Ct.; auditor, Miss Edith L. Cook, Hartford, Ct.; executive committee, Miss

Emilie Poulsson, Leicester, Mass., Miss Margaret C. Laidlaw, Hartford, Ct., Miss Jessie Scranton, New Haven, Ct., Miss Batchelder, Holyoke, Mass.

St. Louis, Missouri.

"Physical Culture, Then and Now."

The October meeting of the St. Louis Froebel Society was held at the Wayman Crow Kindergarten, October 31. A large assembly listened to an interesting address by Mrs. Mary Hogan Ludlum on Physical Culture, Then and Now. Mrs. Ludlum began by giving a definition of gymnastics from the standpoint of the Germans and the Swedes. With the Germans, gymnastics is a system of exercises having bodily perfection for its aim, and with the Swedes it is a system of movements in harmony with the conditions and needs of the organism. She spoke of the joy of the Greeks at the birth of a son, and gave a résumé of the Greek boy's life. His first years were spent in the nursery, under the supervision of mother and nurse, and at the age of seven he was transferred to a teacher whose aim was to develop the child both physically and mentally. She spoke at length of the Spartan boy's life, the whole aim being to harden the lads and have them attain the greatest possible skill and endurance, in consequence of which little attention was paid to the development of the intellect. The boys

were subjected to severe physical training. The highest ambition of a Spartan was to become a great warrior, and their women must be fitted to become the mothers of such. The women of the upper classes were compelled to attend gymnasiums, slaves doing the hard work. In Athens the state provided a private institution for physical training. Mind and body were harmoniously developed. At eighteen every boy took an oath to leave the state in a better condition than that in which he found it. In the gymnasium, places for recreation and repose were provided. Their gymnastics bore some resemblance to ours. In regard to the "now": "We need an American system for Americans. The principal thing is to learn the great lesson of 'let go.' Physical education, born of athleticism, is being carried to excess. Its purpose is solely the health of body and mind. The greatest need is for physical training during the first years of the child's life. Proper exercises are good for digestion, circulation, etc., nourishing and stimulating the action of the brain, and bringing out the moral self, clearer, purer, and stronger. Now, as then, exercises are given to harden the body and give self-control." At the close of the address at the request of the president, Miss Mary C. McCulloch, Mrs. Ludlum gave practical illustrations of how to walk, stand, sit, etc.

FRANCES K. CAMPBELL,
Secretary.

ITEMS OF INTEREST.

During the present year a new building for the practice school and kindergarten, to be opened in connection with the normal department of Atlanta University, Georgia, will be erected on the campus. The completion of the fund for this purpose occurred last May, when George Foster Peabody furnished \$5,000, the General Education Board \$5,000, and friends of the institution \$5,000 more, obtained largely through the solicitations of Chaplain Edward T. Ware. This is the thirty-fifth year of Atlanta, and its efforts for the higher education of se-

lected negro youth have been crowned with distinguished success.

One of the gratifying features of this year's school work in Lowell, Mass., is the fact that the kindergartners of the city schools have adopted the plan of holding mothers' meetings in the school-houses throughout the city where there are kindergartens. The meetings are held weekly in alternating districts.

Miss Margaret Leonard, one of the workers at the Social Settlement of Kingsley House, is in charge of the New Orleans Free Kindergarten Training

School, which has its quarters in the settlement corner of Annunciation and Erato streets. There are now five kindergartens operated by the New Orleans Free Kindergarten Association.

Wilkesbarre, Pa., is now conducting the very interesting experiment of testing the kindergarten in connection with the public schools. The plan was formed by City Superintendent J. M. Coughlin. He did not think there would at first be much demand for the kindergarten, so it was arranged that only three rooms should be set aside for the work and but three kindergartners engaged, each to manage no more than thirty-five children. The results already have shown that at least thirty kindergartners and thirty large rooms would be needed to accommodate all. It is expected that for next year the board will endeavor to have a thorough kindergarten system established through the city.

The fifty-first annual session of the Michigan State Teachers' Association meets in Ann Arbor, December 29-31. Miss Clara Mingins, Detroit, is chairman of the kindergarten section and Miss Elizabeth McCrickett, Bay City, secretary. The program follows: Theme, Music; 1. Paper on the Educational Value of Music; 2. Musical Interpretation, Miss Julia E. Younge; 3. Rhythm Work, Miss Grace Atkinson, instructor in kindergarten department of the Detroit Normal School; 4. Value of Sense Training, Miss Emma H. Vietz, instructor in Detroit Normal School. The papers on Interpretation of Rhythm Work, and Sense Training are to be illustrated by work with children.

Public School No. 6, Manhattan, is to have a farm garden next year. The school has a playground in a lot on Eighty-sixth street. The center is to be left open for a playground, while a broad border is to be left all around for garden beds. These will furnish a basis for nature study, as the children will plant flowers, vegetables, trees, and shrubs. Miss Katharine D. Blake, the principal of the school, hopes to have the gardens arranged by next Arbor day.

On Wednesday, September 23, Miss Cynthia P. Dozier resumed her weekly talks with the teachers of the New York Kindergarten Association. These classes had been suspended during the past year on account of Miss Dozier's illness. On Saturdays of this year (September 18th

to May 28th), Miss Laura Fisher of Boston gives a course of lectures on The Study of Froebel's Mother Play and The Theory and Practice of the Kindergarten Gifts. This course is given under the auspices of the New York Kindergarten Association. A special course of lectures on Program Work was also given by Miss Fisher throughout the year.

A parents' meeting was held in the kindergarten of Strong school, New Haven, Ct., in October, at which time Superintendent Beede and Principal Graves spoke on interesting topics. This meeting was held in the interest of parents of Strong school pupils.

A loan exhibit consisting of many rare articles was held four days early in November for the benefit of the kindergarten conducted by the Lafayette (Ind.) Free Kindergarten and Industrial School Association. The officers of the association are: President, Mrs. Charles B. Stuart; vice-president, Mrs. T. A. Stuart; secretary, Mrs. Thomas M. Andrew; treasurer, Miss Ida Lahr.

The Winona (Minn.) Kindergarten Union tendered a reception to Miss A. L. Howe of Japan at their October meeting. All the kindergartners in the city were present. A lunch was served at the close of the meeting.

During the winter the Providence (R. I.) Mothers' Club, of which Mrs. Henry Fletcher is president, will give a series of thirteen lectures in the lecture room of the Providence public library. Admission to the lectures will be free to the public, and the committee in charge are to be congratulated on having secured so large and distinguished a number of speakers to present to the public Some Educational Advantages of Rhode Island and How to Use Them. The first of the series was given November 2. The meeting November 16 was devoted to the kindergarten and primary grades. Public Kindergarten, Miss Norah Atwood; Public Primary, Miss Ella L. Sweeney; Needs of the Present Day, Miss Mary C. Wheeler.

At the annual convention of the Northwestern Wisconsin Teachers' Association, held at Sheboygan in October, the kindergarten section was presided over by Mrs. Medora Bammon of Appleton. The program was as follows: The Ideal Kindergarten, Miss Sadie Johnson, Neenah; discussion, Miss Alma M. Neumeister,

Sheboygan; How May Mothers Be Induced to Coöperate with the Kindergarten? Miss Mary P. Whipple, Menasha, Mrs. W. A. Knilans, Sheboygan; discussion, Mrs. G. A. Alexander, Manitowoc; Practical Child Study in the Kindergarten, Miss Nina C. Vandewalker, Milwaukee Normal School; discussion, Miss Faye Henley, Oshkosh.

The kindergarten of the M. E. Church at Stratford, Ct., in charge of Miss Susie Wilcoxson, gave a reception October 23, and entertained friends with a pleasing program.

At the October meeting of the Peoria (Ill.) Kindergarten Association, Miss Way gave a talk on Kindergarten Occupations, their Purpose and Uses.

Miss Mabel Winter of Cambridge, Mass., has charge of a kindergarten at Munroe, La.

The Young Women's League of Helena, Mont., are to have a sale of fancy-work early in December, the proceeds of which are to be devoted to the Sheridan free kindergarten.

About three hundred kindergartners attended the kindergarten section of the Connecticut State Teachers' Association, held at Hartford in October. Dr. Walter L. Hervey, examiner of the New York Board of Education, gave an address on The Teacher's Art of Life. Miss Hannah Gartland, superintendent of schools in South Manchester, presided and introduced the speaker.

At a business meeting of the Salem (Ore.) Public Kindergarten Association, held in October, the organization was perfected by the adoption of a constitution and by-laws and the election of additional officers. Mrs. E. Cooke Patton was elected vice-president and Mrs. Charles Weller, treasurer. Mrs. A. McGill, Mrs. J. B. T. Tuthill and Mrs. C. A. Park were elected as a board of directors. Much interest is being manifested in the kindergarten which was opened in the Sunday school rooms of the First Presbyterian church, October 26.

The Kindergarten Association of New Rochelle, N. Y., held its first annual meeting in October, re-electing the old officers. It was decided to study the Literature of Children for the coming months.

Miss Mamie O. Blackman, formerly of Stewartville, has returned from DeLand,

Fla., where she fitted herself in the Stetson University as a kindergartner. On November 2 she opened a kindergarten in the Spencer Memorial Methodist Church in Edgewood Park, Seventh avenue and Forty-seventh street, Moline, Ill.

The public school kindergarten of Emporium, Pa., in charge of Miss Nina Bryan, has moved into new quarters, a large room fitted up and well equipped for the purpose. Mothers' meetings are held in connection with this kindergarten.

The corner stone of the new free kindergarten building at Galesburg, Ill., was laid November 2 with appropriate exercises. The program was in charge of Mrs. John W. Grubb, president of the Kindergarten Association. George A. Lawrence, through whose generosity the building was made possible, was present and gave a brief talk.

Members of the Dorcas Society of Champaign, Ill., at a meeting held October 27 at the society's headquarters on East University avenue, considered the matter of urging upon the people the addition of kindergarten work to the public school system of Champaign.

At the first mothers' meeting held at Bar Harbor, Me., in October, it was decided to have officers for two reasons: First, for the purpose of doing some work that shall be of financial help to the kindergarten; second, so that the meetings may be continued through the winter months during the absence of the kindergartners. It was voted to hold the meetings on the first and third Tuesdays of each month. The following officers were elected: President *ex officio*, Alice E. Eastman; acting president, Mrs. Fred Chandler; vice-president, Mrs. Cross; secretary and treasurer, Mrs. Arno Cleaves. The subjects for the meetings will be Music, Literature, Art, Science, Religion, viewed from the kindergarten standpoint and discussed in their relation to the home.

The Dallas (Tex.) Free Kindergarten and Industrial Association is conducting free cooking classes this year. Four classes are held each week—one for the cotton mill girls, one for the mothers and two for young girls. Simple, nutritious cooking is taught and talks on house-keeping given. A private class is held each Wednesday when the principles of cookery are taught. A private class for special work in dainty dishes is held

Thursday afternoons. The kindergartens under the direction of the association are all well attended and seven students are taking their first year of kindergarten training.

Miss Julia Runge, director of the Houston (Tex.) kindergarten, spoke at a gathering of the teachers of the city, October 24, giving her views as to what should precede the primary work.

One of Galesburg's (Ill.) foremost educators passed from this life October 25, when Miss M. Evelyn Strong laid down the great work she loved so well. Miss Strong was the founder and principal of the Galesburg Kindergarten Normal School. It was through her efforts that the first free kindergarten was started and by her aid and encouragement it has become a permanent institution of the city.

The Eastern Kindergarten Association held its thirteenth annual meeting at 6 Marlboro street, Boston, October 20. After the business meeting, an informal reception was held, followed by music and afternoon tea.

The Kindergarten College at Fort Worth, Tex., held a housewarming, October 22. Visitors were received by the faculty and students and were conducted through the well arranged house, which was beautifully decorated for the occasion. Kindergarten games were played by the students for the entertainment of the visitors.

Mrs. Herman Hoch, who has been director of the Federation Kindergarten, Joliet, Ill., was given a farewell party, October 22, by the kindergarten mothers whom she has so often welcomed to the mothers' meetings. Miss Oleson is the new director.

The prospectus of West-Marienthal Institute, St. Louis, Mo., conducted by Mrs. E. P. West, calls attention to three departments, one for parents as well as for kindergartners and children. The aim of the institute is to perfect a plan of education by means of the sincere co-operation of parents and teachers, and the parents' department is to give an opportunity to parents to contribute suggestions derived from their experience, and inquire into the methods which are being used in the education of their children.

A kindergartners' conference, held at Concord, N. H., in connection with the

New Hampshire State Teachers' Association, was led by Mrs. Margaret J. Stannard, principal of the Garland Training School, Boston. The program was as follows: The Ideal and the Actual Kindergarten, Mrs. Stannard; Relation and Obligation of the Kindergarten to the Home, Miss Bertha A. Colburn, supervisor of kindergartens, Portsmouth; Does the Kindergarten Prepare for the Primary School? Miss Helen L. Southgate, supervisor of kindergartens, Concord; Is the Primary School Prepared for Kindergarten Children? The last topic was taken up in general discussion instead of being treated in a formal paper, and this discussion, participated in by many speakers, closed an unusually interesting and successful meeting.

At the annual conference of the Unitarian Sunday School Society, held at Lowell, Mass., October 21, an afternoon session was devoted to kindergarten and primary topics, Mrs. Clara B. Beatley of Boston presiding. There were four brief addresses as follows: Underlying Principles, Mrs. Marlo S. Brooks of Brookline; The Song and the Story, Mrs. Clara H. Parker of Woburn; The Children of the Bible, Miss Lillian B. Poor of Boston; A Lesson for the Little People, Mrs. Clara W. Guild of Medford.

The free kindergarten at Rome, Ga., in charge of Miss Martha Harris, opened for its fall session with an excellent enrollment. During the summer the partition between two rooms was removed and now a large room with one smaller affords pleasant accommodations for the little ones.

Among subjects considered by the Wisconsin State Federation, at its meeting held at Appleton in October, were the preservation of historic landmarks, free kindergartens, child labor, and compulsory education.

A course of lectures will be given at Bridgeport, Ct., this winter under the auspices of the Froebel Kindergarten and Training School, led by Miss Smith and Miss Howes. The first lecture was given November 2 by Earl Barnes, and the next will be given January 14 by Hamilton W. Mabie on Literature as a Personal Resource.

Eighteen little ones are in charge of Miss Helen Roberts at the kindergarten in the new Helen Hunt school building on Brunswick street, Old Town, Me.

At Warren, O., a meeting of the Po-

litical Equality Club, held November 3, was devoted to a discussion of the kindergarten. Mrs. H. J. Alford, one of the vice-presidents of the club, spoke on *The Growth of the Kindergarten*; Mrs. A. F. Harris, president of the Free Kindergarten Association, on *The Kindergarten as Received by the Public*; Mrs. Eugene Pond on *Music in the Kindergarten*, and Mrs. Newton Strain on *District Visiting of the Kindergarten*.

The Froebel Association of Colorado Springs, Colo., held its first meeting for the year November 5, at the residence of Mrs. H. H. Seldomridge, 1015 North Nevada avenue. Miss Amanda Evans of the Columbia school gave a paper on *The Child of To-day, the Citizen of Tomorrow*, which was followed by a general discussion.

A kindergarten in connection with the Misses Henderson's school at Quebec, Ont., was opened November 2, in charge of Miss Nina Webster, who has had several years of successful experience.

Prof. William Rein, the well-known German educator and disciple of Herbart, is to have leave of absence from the University of Jena in order that he may visit the United States. He will give lectures in several American cities, and later take part in the educational congress at the St. Louis exposition. The fact that Prof. Rein was the acknowledged leader of the Herbartian movement has drawn many educators to Jena from America and the rest of the world to study under him.

The Niagara County Kindergarten Association held a meeting in the Washburn street school in Lockport, Me., October 30. Teachers were present not only from Lockport but from Niagara Falls and North Tonawanda, and the meeting proved a most interesting one. The association was organized in June last and this meeting was the first in its history. The out-of-town kindergartners were most pleasantly entertained by the Lockport teachers. Supper was served by the latter, the table decorations being pink and white, and very pretty color sketches marked the places. A large centerpiece of asters was a feature of the table decorations. At the meeting in the afternoon, papers were read and discussed and in the evening the teachers attended the lecture delivered by Prof. John Spencer of Cornell University.

Although the particulars of the Child's World Exhibit, which is to be held in St.

Petersburg a year hence, have been given some publicity, there are very few persons met with who know anything of the matter. The Russian consul-general of New York, some little time ago, announced the program and the object of the exhibit. It will be under the patronage of Her Majesty, Empress Dowager Mary Fedarovna, with whom are to be associated distinguished ministers and commissioners. Consul-General Lodyginsky has invoked the assistance of the American Institute of Social Service in forming the American committee, and the matter has been under way for some weeks. The intention is to bring together everything from the various countries concerning the moral, physical, and intellectual education of childhood and youth. A panorama of the child's life from birth to school days is to be given in every detailed feature. The exhibits have been divided into five sections. No. 1 is devoted to scientific teaching and will show such aids to teaching children as manuals, books, maps and pictures. Section 2 relates to the physical development of the child—hygiene, playgrounds, and such like. Section 3 is the industrial one, showing nursery fittings, games, etc. Section 4 is the art section, in which pictures of child life will be shown. Section 5 is the historic and ethnographical section, where will be illustrations of historical events from the lives of child heroes, discoveries and inventions made by children, works and compositions by young artists and composers, and the racial peculiarities of the children of different nations. From this brief summary it can be seen how very important this exhibit will be if carried out in the very admirable lines of its prospectus.

The Avondale (Ala.) kindergarten is doing well under the management of Miss Eva Mae Hays.

A "fan drill" entertainment was given at the Dietz Opera House, Oakland, Cal., October 13, for the benefit of the West Oakland free kindergarten.

Miss Blanche Born of Indianapolis, Ind., has recently opened a kindergarten at Gas City, Ind.

Miss Barbour of the Superior (Wis.) Normal Kindergarten gave a talk on *Stories and Their Place in the Kindergarten* at the first meeting of the year of the Superior Kindergarten Club, held at the John Ericsson School, October 22.

Miss Minnie T. Allen, who has charge

of the kindergarten work in Miss Callie Jones's school at Pine Bluff, Ark., held the first of a series of mothers' meetings in October. The attendance of mothers and their close attention showed an encouraging interest on their part and a gratifying willingness to coöperate with the teachers for the highest good of the children.

Miss Harriet Shaw recently opened a private kindergarten at her home in North Chelmsford, Mass.

The teachers' committee of the San Diego (Cal.) Board of Education has engaged Miss Ethel Judson to teach the University Heights kindergarten. Miss Judson has been teaching at Viejas. She is a graduate of the San Diego State Normal School and of the kindergarten department of the Oberlin University of Ohio. Miss Judson's successor at Viejas will be Miss Lillie Lesem, also a graduate of the State Normal School.

The kindergarten at Presque Isle, Me., is prospering under the efficient supervision of Miss Brettelle.

The new kindergarten, which was opened this fall in the Washington public schools in Fortieth street, Lawrenceville, Pa., is accomplishing gratifying results. The work is under the direction of Miss Carrie Diesher, who is assisted by Miss Grace Robinson. There are about sixty children in attendance, and the enrollment has been increasing steadily. The largest and most airy room in the building has been allotted to the kindergarten. It is on the ground floor and everything has been done to make the room bright and cheerful for the children.

Miss Elsie Nutt of Boston has been chosen head worker at the Lewiston (Me.) social settlement for the coming winter. Miss Nutt is a graduate of Miss Wheelock's Kindergarten Training School in Boston. She has worked in the Hale House, the South End House and other settlement houses in Boston. She began her new work November 1.

At Pittsfield, Mass., the first lecture of the annual course of kindergarten lectures will be given January 28 by Dr. F. A. C. Perrine, and some time between that date and March 3, when F. Hopkinson Smith will lecture, Miss Jane Addams will speak of her work in Chicago. An unusually interesting and instructive course has been arranged for this year.

We regret to announce the death of Mr. Charles F. Hammett, the well known salesman connected with our Boston office, who died at the Homeopathic hospital, Boston, of typhoid fever, Sunday, November 15. The services were held at the Free Baptist church, Warren street, Roxbury, Mass., Wednesday, November 18, at ten o'clock, and were conducted by Rev. George B. Titus of Brockton, assisted by Rev. J. Stanley Durkee, pastor of the church. The bearers were from the different Masonic orders of which he was a member.

Mr. Hammett was forty-three years of age and leaves a wife and two children, a boy and a girl, also a father and mother and two brothers.

Mr. Hammett had a wide acquaintance with educators throughout New England and has devoted the greater part of his life to the kindergarten cause in this section. His death will be a great loss to the educators as well as to this company.

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A new building for the free kindergarten of Wheeling, W. Va., is about to be erected by Mr. George A. Laughlin and others interested in the work.

Miss Agnes Wightman has resigned her position as principal of the Broadway kindergarten at Pawtucket, R. I.

Miss Hattie Willoughby opened a kindergarten on Second avenue, Pratt City, Ala., October 26.

The Springfield (Mass.) Kindergarten Club opened its year October 24 with a reception held in the teachers' club rooms. The guests were received by the president, Miss May L. Price, vice-president, Miss Maud Burnham, and Miss Margaret Lee, former president. The rooms were prettily decorated for the occasion with chrysanthemums and ferns.

The ladies of the Temple (Tex.) Kindergarten Association successfully carried out their plan for a business man's kindergarten at Exchange Theater in October before a large and well satisfied audience. Some of the most prominent business men of the city participated in the program, which was for the benefit of the free kindergarten. Good financial returns rewarded the ladies for their time and work expended.

A well attended meeting of the Andover (Mass.) Mothers' Club was held in the John Dove kindergarten rooms in October. Plans were made to start a circulating library for the benefit of the club members, Miss Scott to act as librarian. Miss Reed gave a talk on kindergarten work and play, showing the physical and moral training a child derives from each. In the social hour that followed, tea was served.

The Temple Emanuel Kindergarten at Birmingham, Ala., which is open to children of all creeds, has started its useful work for the year. It accommodates about seventy pupils. Miss Carrie Ullman and Miss Ida Gelders are the kindergartners.

The Maine State Federation held its annual convention in Portland in October. The 4,000 club women of the state were well represented. The Educational Committee gave reports on kindergarten and nature-study work, illustrated by classes of children from the public schools.

The fifth annual meeting of the Jenny Hunter Kindergarten Alumnae Association was held at 15 West 127th street, New York city, on Saturday, October 24. The reports of officers and chairmen of standing committees were read, the treasurer reporting a larger annual balance than for any previous year in the history of the association. The report from the Alumnae Mission Kindergarten was of special interest, showing a most satisfactory increase in attendance and improvement in the general condition of the work. The association now feels that the kindergarten is on a firmer basis than ever and confidently hopes for steady and rapid growth toward a model kindergarten. The business meeting was followed by the annual election of officers, leaving as president, Mrs. A. T. Jones; vice-presidents, Miss Bertha E. Thurston and Miss Amy Angell; treasurer, Miss Mary N. Lemmon; corresponding secretary, Miss Dorothy M. Peck; recording secretary, Miss Etta Louderback. The meeting then adjourned for a social half hour.

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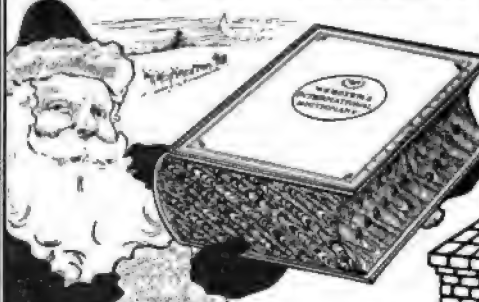
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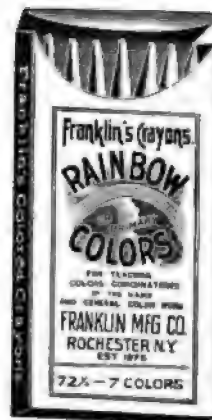
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KINDERGARTEN REVIEW

VOL. XIV. SPRINGFIELD, MASS., JANUARY, 1904.

No. 5.

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BY ISAAC TAYLOR HEADLAND, PEKING UNIVERSITY, CHINA.

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When she was little—that is, very little—he used to watch everything she did when he was with her. He knew the first time she moved her eyes to look at anyone. He remembered the first time she smiled an intelligent smile. He could tell to a day the first time she laughed aloud; the first time she reached for anything; the first time she showed signs of fear or strangeness. He remembered the day she learned to stand alone; the day she took her first step; the day she cut her first tooth; the

day she said her first word; and he could tell you all the cunning things she ever did or said. He was a fond papa—more fond, people told him, than he would have been if she were his sixth instead of his first and only little girl.

But of this, who knows? Chen-pao was a little girl of whom any papa might well be fond. In the first place, she was good, obedient and affectionate; in the second place, she was studious, diligent, and brilliant; and, in the third place, she was beautiful without realizing it; and what papa would not be fond of such a little girl, even though she were his twelfth child?

Mr. Lee had his own ideas about how a little girl should be educated, and when her education should begin. Of course, these were very primitive in view of all the accumulation of ideas of the present-day kindergartners, but Mr. Lee did not know any-

thing about kindergartens. He was working in the dark, so to speak; but it was a darkness lit up by the electromagnetic light—if there is such a light, and if not there ought to be—of affection, a light which stimulates the inventive faculty of the teacher as well as the memory of the pupil, and the interest of both.

"You see," he said to me one day when he was showing me the paraphernalia of Chen-pao's schoolroom,

gaze a collection of rattles. I have never seen so complete a collection either before or since.

There were rattles in the form of large, hollow wooden balls with long handles, painted in all the colors of the rainbow. There were wooden bottles, baskets and buckets, in which were little pebbles or bits of iron cast for that purpose, all painted in the same gorgeous style.

He had clay rattles in the shape of



THE CASE OF RATTLES.

a room in which he has carefully preserved all the trappings thus far used in her education, "the first characteristics developed in a child, even before it knows anything about playing, are a disposition to shake things, to be pleased with bright colors, and to enjoy noise. Now in order to minister to these dispositions of the child, to familiarize her with the toys prepared for her entertainment and to assist the nurse in caring for her, I laid in a stock of this kind of toys." Thus speaking, Mr. Lee opened a case and revealed to my rather astonished

little men and women—fat little people with smiles on their faces, quirks on their mouths, and crowfoot wrinkles about their eyes. He had others in the form of hideous monsters that creep on the earth, swim in the sea and fly in the air; and others which neither creep nor swim nor fly, for the reason that said monsters had no existence outside the imagination of the manufacturer. He had still others in the form of pagodas, monuments, houses and tombs, and a host of others of varied and very attractive forms for which there is no Eng-

lish name, all made of a chocolate colored clay.

Equal in number, and superior in durability but less attractive, was his collection of tin rattles. The tin rattle of our childhood, with a whistle in the end of the handle, has its duplicate here, covered with gaudy but harmless paint which is transferred to the face of the first child into whose capacious mouth it happens to go,—for this is the sure destiny of all toys in all lands.

"How is it," I asked, "that, although clay toys are so easily broken, your collection is so complete?"

"For every one that was broken I bought a new one; it is the only way I could hope to have her learn the names of them."

"This," he continued, taking up a drum-shaped bamboo rattle with fish-skin stretched over the ends, and a long handle, "was the one she liked best. It is a little more complicated than the others, and with this her rattle playing came to an end." So saying, he rolled the handle between his finger and thumb, thus causing two beads on the ends of two strings to strike against the drum-heads. This rattle is in imitation of those carried by street hawkers (sellers of needles, thread, or sesame seed cakes), and is sometimes made of beautifully carved brass.

"The next stage of development in the child," said Mr. Lee, going to another case, "is manifested by its desire for dolls and animals."

"You seem to have a good variety," I remarked as he opened the case.

He did have a large variety. Most of them were made of cloth, although some of the dolls had a *papier-maché* head, a leather body in the form of a bellows in which was a whistle, and clay arms and legs. The cloth dolls, though crude, are much better than any of the others. The nose is sewed on, ears pasted on, other features painted on, and the cue stuck into the head, making the dolls strong and durable, the principal virtues in a doll in a land where the people are poor; and indeed it is not uncommon for a foreign child in China to be much more affectionately attached to her five-cent Chinese cloth doll than to a much more expensive foreign one. Nevertheless, they come eventually to the same deplorable end as do dolls in other lands, departing this life bereft of arms and legs, and with their sawdust all gone, but beloved to the very last.

"But these are not dolls," I remarked pointing to the other end of the case.

"No," said Mr. Lee, "when children are old enough to want dolls, they want animals also to give variety to their play-life; and so I got these for Chen-pao, partly to entertain her and partly to teach her the names and appearance of all kinds of animals."

"O Papa!" said Chen-pao, who was with us, but who, up to this time, had not spoken. "Let me have my elephant and camel and bear and tiger for a little while; I have not had them for a month or more!"

From a great variety of all kinds of cloth animals, Mr. Lee took out a half-dozen or more and gave them to

the little girl,—an elephant with a halter on its head, a camel and bear with leading strings in their noses, a tiger with a wire in its tail by which the tail was crooked up over its back, and a monkey with large black glass eyes and a grinning mouth.

One of the dolls was particularly worthy of note. It was made of clay, with a bellows for a base. In its mouth was fastened another toy, which, I believe, is purely Chinese.



CLAY TOY WITH PU-PU-TENG'RH.

It is called a *pu-pu-teng'rh*. The *pu-pu-teng'rh* is a glass tube, the end of which is blown into a large bulb, one side being flattened on a convex surface. This flattened surface is as thin as paper, and when the bellows is worked or when a child breathes rapidly in and out of it (for some of the largest of these glass bulbs are six or more inches in diameter), it makes a *ke-te, ke-te* noise not unlike that

made by a paper window when not stretched tight over the frame.

One of their most peculiar cloth toys is the bugaboo. It is a nondescript, having a head on each end much like the head of a lion or tiger; and when not used as a plaything it serves as a pillow. It has large black glass eyes, leather ears, a savage mouth, and is filled with sawdust instead of feathers. Strange that children should go to sleep with their head on the same thing that is used to frighten them! But so it is with the people on the other side of the earth, who walk with their feet toward our feet and their heads pointing in the opposite direction. It was thus little Chen-pao that same night lay down to sleep on the lower side of the world, like a fly on the ceiling, without falling off.

"When children are old enough to desire them," said Mr. Lee, going to another case, "we give them whistles; and I have found that the whistle is the natural toy after the rattle and the doll."

"You seem to have studied the child philosophically," I remarked; for although I do not pretend to know much about children, it seemed to me that he had followed the line of the natural development of the child.

"No," he replied, "I simply love my little girl, and have observed what her nature craves; it is observation rather than any philosophic understanding of human nature as manifested in the child." With this he opened a case which was as well stored with whistles as the former had been with rattles.

There were whistles of every shape and form,—whistles of wood and whistles of tin, whistles of reed, and whistles of clay moulded into the form of all kinds of birds and animals, creeping things and fowls of the air, gorgeously painted to minister to the eyes as well as the ears of the little folks for whom they are prepared. The reed whistles are put into the clay toys, and, as is the case with our own rubber toys, the same sort of whistle causes the cock to crow, the dog to bark, the child to cry, and the hen to cackle,—all in the selfsame tone,—a tone well suited to the cock and hen, but not to the dog or child. Mr. Lee picked up a little pug dog whose head was on a pivot and would turn from side to side. Pressing on its body, he caused the dog to bark, but the sound was just like the cackling of the clay hen and the crying of the clay child. I called his attention to this fact, and it gave him no little amusement.

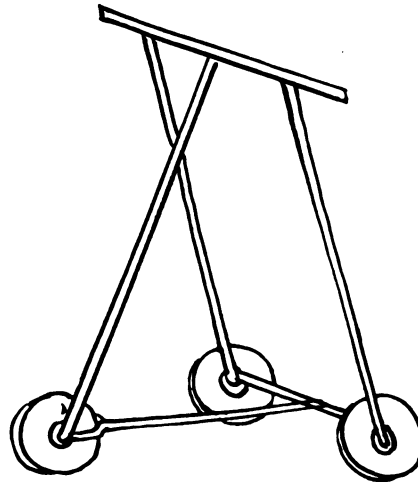
"As soon as a child begins to walk," said Mr. Lee, going toward another case, "it wants something to lean on or to pull after it."

"Oh, you mean carts," I remarked, observing the contents of the case he was about to open.

"Yes," he replied, pointing to a small, three-wheeled frame that stood on the floor; "that is the cart that Chen-pao learned to walk by."

In the case he had a great variety of toy carts. There were many samples of miniature street carts, which have been described as "Saratoga trunks on wheels." Some were made of tin, others of wood. The latter

had silk covers and a mule which could be hitched and unhitched, harnessed and unharnessed. Besides these, there was a large number of other carts corresponding pretty



THE CART WITH WHICH CHEN-PAO
LEARNED TO WALK.

nearly to our truck carts. In some of these the wheels were fastened to an axle which turned, while in others the wheels moved as the wheels of our own carts do. Some of these carts had small pegs protruding from the bottom of the wagon bed; and on these pegs, which the axle caused to revolve, were small clay images representing the driver and all the passengers. Under the box of most of the larger carts was a "music box," which played *zip, zip, zip*, as the axle turned.

Closely allied to these music boxes were the music balls, which contain the same kind of music boxes, and send out *zip, zip, zip* music when the child rolls them about the room. The balls are made of *papier-maché*, gayly

painted in red, gold and green, and are of large size. Notwithstanding the similarity between the music balls and the music carts, Chen-pao's ball was not in the case with the carts, but was with the tops and *k'ung chung*s.

"Ah, you have a good variety of

afterwards learned was a *k'ung chung*.

"No," I replied, after I had seen him spin it; "I am sorry to confess that we do not."

The *k'ung chung* looked like a pair of wagon wheels on a carefully turned



THE CASE OF CLAY BEGGARS.

tops," I remarked as he opened the case, for I recognized them at once.

"Yes," he answered, "nothing will take the place of tops in the child's life, when the child is large enough to spin them."

"But how do you spin them?" I inquired.

"By a string wrapped around the stem," he replied.

"The same as we do in the West."

"Indeed? Then you have tops in your honorable country?" he remarked interrogatively.

"Yes, we have tops, but not the same as yours. Yours are made of bamboo while ours are made of wood or tin," I explained.

"But do you have this?" he inquired, taking out of the case what I

axle. It is spun by the use of two sticks and a string. Each wheel is made of bamboo after the style of the other tops, some wheels being single and others double. The string is wound once around the axle and attached to the sticks which the performer holds. By the rapid jerking of the stick in his right hand he causes the top to spin. A good performer is able to spin the *k'ung chung* in a great variety of ways, tossing it under and over his foot, spinning it with the sticks behind him, and at times throwing it up into the air twenty or thirty feet and catching it on the string as it comes down. To say that this top sings is putting it very mildly indeed; in the hands of an expert it actually howls; and the

wonder is that some enterprising American toy firm has not taken up the manufacture of this toy as a part of its business. It is, and has been for many years, one of the most popular of all Chinese toys, and contains a fortune for the Yankee who first gets a patent on it.

"But what are these, Mr. Lee?" I inquired, pointing to the next case; "they look like beggars."

"They are beggars," he answered, without further comment.

They were curious toys. They were made of clay, burnt in a kiln, and with beard, hair and clothing put on afterwards. The great variety of forms served to exhibit the beggar in all his conditions and attitudes. Two beggars were represented as fighting, one fighter being about to mash his

their arms. One had an ulcer on his leg to which he called attention, with pain expressed on every feature; another lay on a ragged mat smoking his opium pipe, while his wife and mother amused the child with a rattle.

"This is a very fair representation of Chinese beggars," I remarked, after viewing them for a few moments; "almost complete, is it not?"

"Yes," he answered, almost apologetically, I thought.

"But what part do they play in your scheme of education?" I inquired; for I confess I was at a loss to see of what use it was to a child to know all about beggars. Even granting that such knowledge might be of some benefit, it could be gained just as well from the beggars themselves; and I said as much to Mr. Lee.



THE CASE OF CLAY ANIMALS.

sand-pot over the head of the other. A polite name for beggars in China is "the bearer of the sand-pot," and all of these had their pots. One had his on his head for a hat, another was using his as a dish, while others were carrying theirs in their hands or on

"Quite right," he answered. "I hesitated a long while before I admitted them into my collection; but I concluded that with these I could inspire in her a sympathy for the real beggars when she saw them better than in any other way. I am still

uncertain; but I am sure that no harm has come from her having them, and it was worth the experiment."

With this remark, Mr. Lee opened another case which was well filled

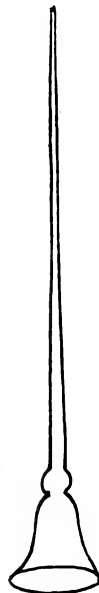
back stuck a recently shot arrow, which, with the drops of blood trickling to the ground, told of the success of the hunters. There were cocks and hens, ducks and geese, horses and cattle, and nondescripts corresponding in Chinese tradition to the unicorn in English. But of all the toys I had yet seen, none seemed to me to be so life-like as the clay insects. There were locusts, grasshoppers, tumblebugs, beetles, bees, and butterflies, with gauze wings, wire legs and feelers, painted in such natural colors that even a hen in search of a dinner, when we put one of the creatures down before her, stopped to peck it a second time and then looked at it with surprise because it did not hop away.

On a brass plate in another case Mr. Lee had a dozen or twenty little clay dancers. These have a multitude of fine wires protruding a sixteenth of an inch from the bottom of their skirts, and when the plate is struck with an iron instrument, the figures dance about in a way highly pleasing to the children.

In this same case was what little Chen-pao called a *pan-pu-tao'-rh-ti*,—a little clay lady, whose skirts were round at the bottom like the end of an

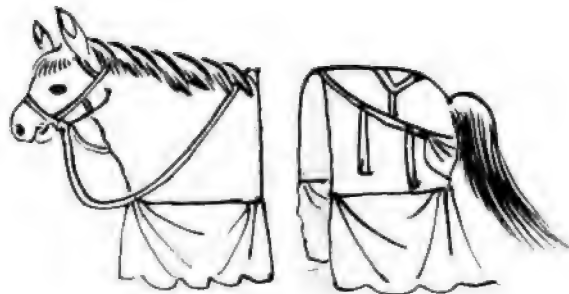


MR. RABBIT.

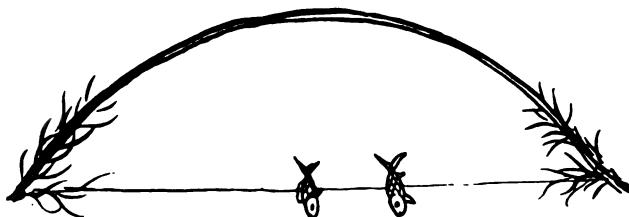


HORN.

with clay insects and larger animals. There were women riding on donkeys, followed by the donkey drivers; there were men on horseback in hot pursuit of tigers, their spears poised ready to be thrown; there were other men in pursuit of a deer, in whose



BISECTED DONKEY.



Bow.

egg, and loaded, so that no matter how you pushed her she could not be upset. Here also was a large clay rabbit, painted in gorgeous colors, and representing the rabbit that lives in the moon. But most amusing was a clay old man who had married a young wife whom he was carrying around on his back, while watching in every direction lest she should speak to or be caught flirting with some one else. And yet people say the Chinese have no sense of humor!

While we were looking at these, Chen-pao left the animals which she had been playing with all this time, talking to them as though they understood her, and, taking a glass horn from a case full of horns and *pu-pu-teng-rhs*, she blew a blast on it so shrill as almost to deafen us. This led us to think that if psychologists knew about Chen-pao's glass horn, they would be inclined to substitute it for the Galton whistle.

Hanging on the wall, Mr. Lee had various false faces, the two most notable of which were those of "Miss Lee Tsui" and the "bald priest," who was supposed to be inclined to flirt with her. The look on Miss Lee Tsui's face was not one of offense! Beside these faces hung the two halves of a *papier-maché* donkey, a part of the

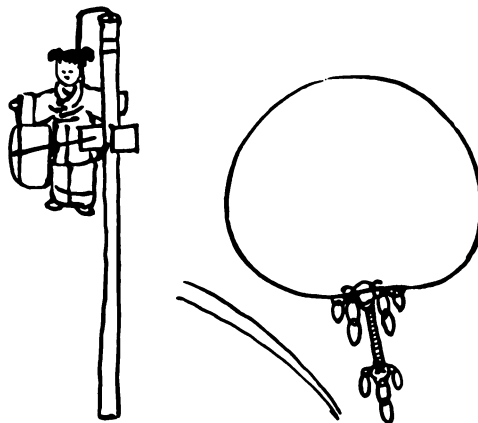
paraphernalia of some of the children's shows, and a large kite in the form of a woman, together with various drums, knives, swords, horns, spears, and tridents, which, as I thought, provided Chen-pao a new toy for almost every day in the year and for every phase of her childish thought, and furnished a good curriculum for the first few years of her education. I said as much to Mr. Lee.

"Yes," he replied, "I have tried to make her education thorough so far as it has gone."

"And what do you propose to do now?" I inquired.

"I have already done it," he answered.

"Indeed, what?"

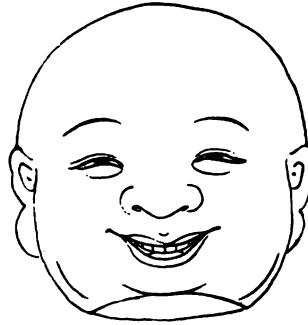


JUMPING JACK. FAN-SHAPED FLAT DRUM.

"This room which you have just seen," said he, "is her museum;" then, opening the door of an adjoining room which was alike characteristic, he added: "and that is her schoolroom."



MISS LEE TSUI.



THE BALD PRIEST.

A PRAYER.

GIVE us to awake with smiles,
Give us to labor smiling;
As the sun lightens the world,
So let our loving kindness
Make bright this house of our habitation.

—Robert Louis Stevenson.

SIMPLE COMMENTARIES ON FROEBEL'S MOTHER PLAY.

II.—THE BARNYARD GATE.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO.

THE mother now her child prepares
With tender love for Life's great cares;
Through happy play she finds the way
To teach the laws he must obey.

The merry child unwitting feels
The truth the mother play reveals;
But coming years will make it clear,
And in his heart he'll hold it dear.

WHEN you are ready to play *The Barnyard Gate* with your child, you will find that his attention is immediately arrested by the gate that you make with your hands or his, and by its opening and closing. The gate may be made with the thumbs erect to form the gateposts, and one hand placed flat against the other, the fingers horizontal and overlapping.

"And what is this?" says the quaint rhyme that accompanies one version of the play:—

"And what is this? This is a gate
Leading to the barnyard straight."

Then follows the enumeration of the fowls and other animals of the barnyard, mentioning also the characteristic sounds that they make,—the lines closing with the injunction to

keep the barnyard gate shut tight so that none of the creatures may stray away, but that all may be kept in the barnyard where they are cared for and safe.

There is no need to point out to you the charms of this play and of the picture of the barnyard in Froebel's *Mother Play Book*. Long ago you noticed the interest with which your child regards all animal life. When only an infant in your arms he reached out his tiny hands to the chickens or the canary. He crawled after the kitten before he could walk. The dog has been and is his dearest friend. The activities of animals attract the child. The bustling hen, the frisky pony, appeal to him because he himself is so full of joyous life. He delights, too, in the sounds

of the animals' voices, and readily learns to say the words which represent these sounds. He soon distinguishes them and associates each with the creature whose language the sound is, calling "Moo-moo" when he sees the cow and "Cock-a-doo" when the noisy rooster crows.

All these things you have noted, O watchful mother, and you will easily find in your child's great love for his barnyard friends the way by which you may help him to learn some of life's great lessons. Are you not beginning to reveal to him the useful purpose which every creature serves when you say in your play: "Pony, take Baby to ride;" "Cow, give the Baby some milk;" "Sheep, give us some wool from your back to keep the Baby warm"? Only a step from this lies the usefulness of Baby himself, and you will not neglect the opportunity which this little play affords to awaken in his soul that sense of responsibility which is one of the distinguishing features between man and the lower creatures that God has put under his feet.

The child must feed his pony and dog. He must water the cow and the sheep. He must shut the gate that keeps them safe in the barnyard. Fostered by you, this loving care for his pets will grow into a deeper responsibility for all that he holds dear, and he may form in his play that habit of carefulness which is the hall mark of every trustworthy man and woman.

As he looks with you at the open gate in the picture, he may ask in

unconscious sympathy with the animals: "But why must the pony stay inside? He wants to get out!"

"Oh," you will answer, "the barnyard is the place for the pony. We can find him when we need him, here. Inside the gate he is safe, but outside of it the railway cars are switching up and down, and there are other dangers. Here he has water to drink and food to eat and somebody to take care of him. He may scamper as he pleases in the yard; but if we love him and do not want to lose him, we must fasten our gates."

In such simple fashion you can begin to show your child the wisdom of law, which, while it restrains, protects. And if he himself has guarded some treasure, he will the more readily accept and heed your injunction when you say to him, "Go as far as grandma's, but then come running home," or, "Play inside the yard with your marbles."

O mother, God has given to you the guardianship of the gates of home. I pray you, keep within the limits of its tender laws this child of your heart, if you would guard him from the danger of loss. The little child is closely akin to the animals he loves. With as little thought as the pony, he will run through the open gate. How your heart would leap with fear if you found the gate or door ajar and your toddler gone into the street! Picturing a thousand dangers, how you would rush to bring him back from the hoofs of horses or the crushing wheels of wagons! How your arms would encircle him to hold him close!

But it is not physical danger alone that threatens a child who is allowed to wander at large, to play where he pleases as long as he likes; who chooses his own companions and finds his own pleasures. It is not freedom that we give the child when we open all gates and let him out. To be lawless is not to be free, for freedom is the outcome of true obedience to wise laws. The wise mother seeks to give her child freedom within bounds. Just as the farmer sees to it that behind the closed barnyard gate the animals have their wants supplied and enjoy measured freedom, she strives to provide, within the limits that her love has set, all things needful for her child's well-being. She knows his restless energy, and provides occupation. She sees his need of wholesome recreation, and she encourages and shares his play. She realizes that he must have companionship, but his friends are her friends also. She

makes home the center of his life, because she knows that home is the best place for him; but, watchful ever, she widens his circle, encourages new interests, suits her restrictions to his age and stage of development, sees his growing power of self-control, and gradually leads him to recognize and obey a moral law which will be his safeguard through life.

Ah! no matter how far your child may go, in the years to come, beyond your gate of wood and iron, he need never step beyond the gates of your watchful love. The big boy at college and the daughter in a home of her own will carry your laws in their hearts if they have truly felt the spirit of those laws. They will respect the laws of their country as they respected the laws of home. And, remembering your love, they will see the love of God shining through His laws, and be the better able to say, "Thy will, not mine, be done."

THERE comes a time when nothing seems worth while; when gayety palls, and even sorrow dulls instead of stirs; when nothing seems of any use, and one feels inclined to give up, to give up. To such a one I would say, "Pull on thick boots, clutch a stout stick, and go for a country walk—rain or shine." It sounds a preposterous remedy, but try it. Nature never gives up. Not a pigmy weed trodden under foot of man and overwhelmed with rival growths but battles for its life with vim. Nor does it ask for what it battles. Neither does it question why more favored plants are so carefully nurtured, and it, poor thing, dragged up by the roots. Take a country walk, and look at the weeds if at nothing else.—*Arnold Haultain.*



G. A. Holmes.

AFTER WORK.

CHILDREN'S PETS.

BY NORA ARCHIBALD SMITH, NEW YORK, N. Y.

"For Saint Francis of Assisi was a little brother of the whole great world and of all created things. Not only did his heart warm to Brother Sheep and Sister Bees, to his Brother Fish and his little sisters, the Doves, but he called the Sun and Wind his brothers, and the Moon and Water, his Sisters."—*The Books of Saints and Friendly Beasts. By Abbie Farwell Brown.*

"AND because it grew from love, the smile of Saint Francis was a wonderful thing. It led human folk whithersoever he willed. It drew the beasts to his side and the birds to nestle in his bosom. It was like a magic charm."

Thus it is spoken of simple, child-like Saint Francis; and the old legends tell us many wonderful things

of the wild beasts that knelt before him, of the leverets that sought protection in the folds of his garment, and of the birds that served as choristers whenever he preached his sermons of charity and peace. Surely children, innocent, tender and trustful like this dear beggar monk who wandered through Italy seven hundred years ago, should know and love him, for they, too, are by nature "brothers of the whole great world and of all created things."

If one may ever state a general truth applying to all children, surely

a safe one to venture would be that they have, without exception, a passion for animals. Dr. Stanley Hall, who delights to trace the parallelism of development between the child and the race, points out that many of the primitive religions of the world were only enlargements of the worship of animals and that this feeling has now "retreated to infancy as the ice-cap has gone back toward the pole." Every child-lover and child-student knows this fact, and early in the *Mother Play* Froebel provides games for the development and gratification of the feeling.

By the clustering hop vine in one of the first pictures the mother stands, the infant on her arm; and she beckons to the chickens clustering at her feet. "Call them, sweet one!" coaxes the mother. "They will come; they love my babykin." Again, she is seated with the child under the spreading elm tree, the pigeons fluttering near; and as she sees the little one's eyes brighten with pleasure in their movements, for "life attracts life," she flutters her fingers like white doves, and, softly calling "Coo! coo!" woos the birds to come nearer.

There are other animal songs and symbolic pictures in this wonderful book for mothers,—songs about fishes, about birds' nests, about humble friends of the barnyard; and in each one the baby is led to imitate the activities of the animals, for in imitating he begins to understand. In the kindergarten the animal plays are continued and developed, the child being now a father bird winging through grove and meadow to find

food for his nestlings, now a mother lizard basking with her little ones in the sun, now a pony, now a lambkin, now a gray goose leading the flock, and now a squirrel gathering nuts for winter. So he grows into sympathy with all dumb creatures and learns something of their dependence upon him and his responsibility for their comfort and welfare.

Froebel has much to say in some of his other books of the value to the child of companionship with living things and of the benefits which he may gain by the care of his pets. Dr. E. E. Hale, in speaking to the friends of the Animal Rescue League, put in a plea for pets among city children. It has been said, for instance, that persons who live in cities are less humane than those who live in the country, because the former are unused to having animals about them. Dr. Hale questioned fifty Sunday-school children about their pets. Three had cats, only one had a dog, and not a single child had a canary bird. "Now, that is the result of putting up sixteen-story tenement houses," said the good doctor; "and then you ask ministers to look out for the morals in these families! I should be glad if every schoolroom in Boston had its pet dog or cat or rabbit. The children would be trained in kindness to weaker beings, and so led to regard one another more sympathetically, more tenderly, and grow up to be better-hearted men and women."

It is surprising how little the pupils of our metropolitan public schools know of even so common an

animal as a cow; and because of this and similar ignorance how much of our teaching misses its aim. In view of this fact, a noted scientist has lately suggested establishing homes for domestic animals near every large town, where children could go and make the acquaintance of these useful friends in their own comfortable and appropriate surroundings. The benefit of studying animals under such conditions has already been shown in the intelligent and satisfactory work done by the Washington school children in the Zoölogical Gardens of the capital, where the beasts, wild and tame, are given all freedom possible in captivity and where they repay careful study, since the natural conditions under which they live make them comparatively free and unconstrained.

To look at and study animals, however, is not enough, save perhaps for scientific purposes; we must enter into some closer relationship with them before we can really know and love them.

A longing for pets is strong in the heart of every child; and it is one of the most unfortunate features of modern city life, as Dr. Hale intimates, that so many young things are cut off from the gratification of so purely normal and beneficial a desire. Everywhere, in all lands, savage, barbarous, and civilized, children yearn for something alive which shall be their very own, and they are, commonly, quite willing to make friends with any animal, whatever it may be. Florentine babies guard carefully the wire cage that holds a

chirping cricket; the little ones of Japan delight in their captive fire-flies that flash their lights through boxes of plaited grass; the tiny furred Esquimaux rolls about on the floor of his *igloo* with a bear-cub; the African child frolics with his parrot, the East Indian with his mongoose; and our own little people are never so happy as with their white mice, their rabbits, doves, guinea pigs, cats, dogs, and canaries. These are the ordinary pets, the pets of sophistication; but their proud owners would by no means confine themselves to these were they allowed a broader range. Turtles seem to have an uncommon fascination for country children,—for all children, in fact,—and they are not at all difficult to tame, but will learn to eat from the hand and answer to their names. Toads and frogs are not as unresponsive as they appear; apparently they will live in great happiness in any appropriate house devised for them, and learn to snap fearlessly at flies held before their bright, black eyes. Children frequently take pleasure also in the care and friendly observation of snails, earwigs, and beetles; while among the larger animals, pigs, domestic fowls, lambs, colts, and calves are often made into fairly satisfactory playmates.

Of course, the parent, who watches with interested eyes the fraternizing of his boy or girl with the animals of wood and field, has a certain duty laid upon him,—that of seeing that the creature in question is well cared for, according to his peculiar needs, and that he is not made unhappy by

the restraint or captivity in which he is kept. No child has a right to make his "little brother" wretched to gratify his own pleasure; and the sooner he learns this the better.

The same thing is true of animals accustomed to and ordinarily kept in captivity; and any neglect of duty shown by the small owner in caring for them should be visited by the natural and inevitable consequence, that of losing them. If the parent tends the pet creature himself he is depriving the child of the chief benefits of its ownership,—a real sense of responsibility and a practical knowledge of the relation between love and nurture. No normal child would willingly hurt his pet; but if sufficiently thoughtless and careless he might neglect it, and even one instance of suffering inflicted by such neglect should result in the liberation of the wild creature or the return of the tame one to the shop whence it came. The child cannot learn to be a "little brother to the whole great world" by willfully hurting the smallest animal that crawls, and, if he forgets the needs of a living thing whose earthly Providence he is, he should be deprived of it until he shows an altered mind.

There are those who contend that it is cruel to keep any creature in captivity, and that to give the child goldfish or canaries, for instance, is to "intrench ourselves behind a custom of the dark ages when all things suffered that the senses might be delighted." This argument, however, seems an overstrained one, and if pursued to its logical end would prove

it equally cruel for man to make any use of animal life, whether for pleasure, profit, or sustenance, since every creature that exists has a right to life, liberty, and the pursuit of happiness.

We are not prepared to controvert this axiom, but until the world reaches a point where it can be carried out as a working theory, we may assure ourselves that we are at least doing no harm when we give our children pets whose ancestors as well as themselves have been born in captivity.

"Is not all civilization," as E. R. Sill says, "a kind of caging process? We take the *sans culotte* and happy savage, button him into those 'fetters of a falser life'—clothes—crib and confine his wayward freedom with rules of etiquette, rules of politeness, rules of morality,—artificial restrictions of all sorts. Whereas he was savage, now we call him civilized; but whereas he was free is he not now caged? In the case of man, to speak honestly, we know very well that in reality we have enlarged his true liberty by this apparently restrictive process. We have really freed him from a thousand dangers and slaveries to brute nature that belong to all barbarous existence, and given him as many new powers and possibilities."

This is, at least, interesting reasoning; and for those indisposed to believe in it, it may be suggested that a comparatively harmless way for children to keep one kind of pets in captivity is to allow them to make and stock an aquarium. If they are old enough to use tools, detailed plans

for making an aquarium of wood and glass may be found in Jackman's *Nature Study**; if a small, simple aquarium will serve the purpose, a glass candy jar or butter jar will do, though it must have a wide mouth so as to give the animals sufficient air. The great thing to remember in establishing one of these water homes is that there must be a certain balance between plant and animal life, if we would have both grow and thrive, for each needs the other. There must be two inches or so of clean, well-washed sand on the bottom of the glass jar, box or globe, a few stones or pebbles to make it look more natural, and then water plants should be set out and weighted a little to keep them in place. Eelgrass, water cress, parrot's feather, duckweed, are all suitable, or almost any plant which grows in or on the margin of a pond. The water, preferably rain water or water brought from a clean pond, must be poured in slowly and with great care, and is not to be changed, except in case of accident, but only replenished occasionally to supply evaporation. A north window is best for an aquarium, which needs light but little sunshine, and must not be kept too warm. A few snails and tadpoles to consume the decaying vegetation are very useful, and when their new home is set in its place (from which, by the way, it should seldom be moved) and the water has been allowed two or three days to clear and to become thoroughly aerated, the fish may be in-

vited to move in. It is best to begin with goldfish, as they are hardy, and to add afterwards small minnows, dace, and a few water insects, such as the boat fly and the margined beetle. All these the children can collect with a net or a long-handled dipper, but they must not be too ardent collectors and thus overstock the aquarium.

Prepared fish food, cracker crumbs, and, once or twice a week, the least possible quantity of scraped beef may be fed to the scaly pets. The child will be much more likely to overfeed than to scant them, and will need guidance on this point as well as in removing particles of food that have not been consumed.

Those who cannot tolerate the idea of a caged bird in the house would, of course, have no objection to allowing their children to keep pigeons; and no one could disapprove of feeding and taming the wild birds.

Great numbers of fledglings are somewhat too precipitate every year in leaving their nests and tumble down into the world before their wings are strong enough to escape if a cat espies them. Our "little brothers of the world" should be taught to look out for such cases and to protect and feed the weaklings until they are self-supporting. Many birds would stay with us much longer, perhaps even through the entire year, if they were fed during the winter and if shelters and houses were provided for them. There would be little complaint of stolen eggs and nests and stoned birds, if children were taught to regard the lovely feathered creatures as their special pets and charges,

* Also in *Teachers' Leaflet*, No. 11, April, 1896. College of Agriculture, Cornell University, Ithaca, N. Y.



E. Muntz.

dependent upon them for care and shelter.

The clubs organized in schools to protect birds are doing useful work in this direction; and to prove that the world is changing its views as to the proper treatment of all living things, we have but to call to mind the various humane associations—The Society for Prevention of Cruelty to Animals, Animals' Rescue Leagues, Animals' Protective Leagues, Bands of Mercy, Anti-Vivisection societies, — existent in this country alone.

There are three periodicals—*Birds and All Nature*, *Bird Lore*, and *Our Animal Friends*—which would be useful visitors in every nursery; and pictures of animals, wild and domestic, are always interesting to children and aid in cultivating sympathy with their wants and imagination as to their feelings. Animal stories, too, are invariably delightful, and for the very little people a store may be

found in *In the Child's World* * and *The Story Hour*.†

For older children there are, among others, *The Jungle Books*, and some of Mr. Seton Thompson's stories, but we should avoid those whose climaxes, though doubtless true to life, are too tragic for a tender-hearted child. And there is a poetic, exquisite collection of legends, *The Book of Saints and Friendly Beasts*,‡ fairy stories we might call them, perhaps, which cannot fail to interest and delight any juvenile reader. Here one may learn of Saint Front's camels, of Saint Comgall and the mice, of the fish that helped Saint Gudwall, of the wolf-mother of Saint Ailbe, of Saint Kenneth and the gulls, and, sweetest of all, of dear Saint Francis, who was so loving "a little brother of the whole great world."

* Emilie Poulsson. Milton Bradley Co.

† Kate Douglas Wiggin and Nora A. Smith. Houghton, Mifflin & Co.

‡ Abbie Farwell Brown. Houghton, Mifflin & Co.

Not by appointment do we meet Delight
And Joy; they need not our expectancy.
But round some corner in the street of Life
They, on a sudden, clasp us with a smile.

—Selected.

AT THE FARM.

BY MARIA JOHNS HAMMOND.

I wonder how it feels to be a Horse!
Along the road he paces
All dressed in reins and traces—
Then in the pasture races!
I wonder how it feels to be a Horse!

I wonder how it feels to be a Cow!
All day the grasses nipping,
And in the stream stand dripping,
With long tail flapping, flipping—
I wonder how it feels to be a Cow!

I wonder how it feels to be a Sheep!
To dress in wool all over,
And all day be a rover
A-feeding on the clover—
I wonder how it feels to be a Sheep!

I wonder how it feels to be a Pig!
To wear a tail so curly,
And talk in grunts so surly,
And eat, eat, late and early—
I wonder how it feels to be a Pig!

I wonder how it feels to be a Chick!
To dress in many a feather,
And go in flocks together,
And stay in coops wet weather—
I wonder how it feels to be a Chick!

—From *Little Folks*, by courteous permission of S. E. Cassino, Publisher, Salem,
Mass.

MORE SCHOOL HYGIENE.*

BY CAROLINE T. HAVEN, ETHICAL CULTURE SCHOOL, NEW YORK, N. Y.

AMONG some of the many enjoyable lectures given at the Summer School of Clark University during the past summer, the course on *School Hygiene* by Dr. Burnham calls for special consideration on the part of kindergartners.

At the beginning of the course, Dr. Burnham emphasized the close connection between school hygiene and pedagogy, showing that the habits of orderly association so essential in education cannot develop without a strict observance of health conditions. In this way the service of school hygiene comes to be a *positive* force in education, promoting efficiency in all departments.

Following the presentation of this general principle were more detailed discussions of various topics of importance, such as: the laws of mental hygiene and their relation to the problems of study; the questions of fatigue, attention, and variations in physical and mental ability; the hygiene of physical training, including a consideration of the value of play for children of all ages; motor training and its relation to various forms of manual work now used in school; the hygiene of several special subjects of instruction, — reading, writing, and arithmetic.

* *School Hygiene in the Training Class.* By C. T. Haven, KINDERGARTEN REVIEW, March, 1903.

THE HYGIENIC SCHOOLHOUSE.

In one lecture Dr. Burnham described the ideal schoolhouse, presenting a composite picture which incorporated the best features of many schools, nothing being suggested that had not been seen in active operation.

In this picture the details of situation, heating, ventilation, plumbing, humidity and light were of the most modern and approved plan, while special emphasis was laid upon the necessity of cleanliness in all that pertains to rooms and furnishings.

The sketch included the ideal kindergarten room, in which were found the general requisites of the building at large with some additional features to meet special needs.

THE HYGIENIC KINDERGARTEN.

The room itself was simple in its finish, with the minimum of grooves and spaces where dust could collect, and with a "hospital base," which avoids corners. Above the latter was a dado of burlap of a tone to harmonize with the prevailing color of the room, affording a good background for the smaller pictures, which were hung low enough to be easily seen by the little children. The burlap was treated with a preparation that prevented the collection of dust, and was periodically disinfected to insure cleanliness. The light

was regulated by gray or green curtains at the windows.

The children were so seated that the light came from the left, even though this prevented the traditional hollow square still so common, unfortunately, in the majority of kindergartens. The chairs were constructed on hygienic principles, furnishing proper support at the base of the spine and allowing the whole foot to rest easily on the floor, while the tables corresponded in height, permitting free use of the arms without elevation of the shoulder. The tables were without the lines that ordinarily mark the top into inch squares, and had a dull finish, the undesirable "shine" of the highly polished surface being thus avoided.

The floor was swept daily with an oiled brush which removed dust without raising it, and was also washed at least once a week. The furniture was wiped daily with a damp cloth and the whole room disinfected at intervals. Individual drinking cups and towels were essentials, while clay and other materials in common use were regularly disinfected. The toilet rooms were of the best sanitary construction, with low stools and basins suited to the size of the children.

The blackboards were low and placed in an adjacent room, where a whole class could be accommodated at one time. Their regular use gave needed exercise for the larger arm muscles, while their removal from the "living room" of the children reduced the dangers arising from the chalk dust.

The outside clothing of the chil-

dren was hung in separate airy lockers, and means were provided to dry it thoroughly when wet. Besides the time given to marching, games and other exercises, an out-of-door recess was taken every day that the weather permitted. A daily health inspection was carried on by competent physicians and careful tests were made for defective eyes and ears, as well as for nervous diseases.

REFORMS NEEDED.

In summing up this lecture, Dr. Burnham emphasized four needed reforms in school life:—

1. Greater regard for cleanliness.
2. A reduction of the number of pupils in each room to not more than thirty.
3. The instruction of teachers in the laws of hygiene.
4. The introduction of school physicians or persons competent to examine the children in respect to health.

PAPER TOWELS.

In connection with the foregoing, it may be helpful to suggest the use of paper towels with children of all grades. A serviceable sort of paper is a manilla tissue which can be procured from any paper dealer. In New York city it can be purchased from George W. Millar & Co., 62 Duane street. One ream 24x36 costs fifty-five cents, and this may be cut into sheets 12x18, thus making the cost very small. The smaller sheets may be fastened together and hung near the wash basin, one or two sheets being taken as needed. A basket of

convenient size may stand near by as a receptacle for the waste paper, and so complete the outfit. The comfort of the soft clean paper as compared with a moist towel of uncertain cleanliness can hardly be imagined without experience, while the sanitary value of the newer plan cannot be questioned.

BLINDFOLDING AND EYE DISEASES.

Another point mentioned by Dr. Burnham in a previous lecture demands special notice. In speaking of the watchfulness needed in the care of the eyes of children, he referred to the indiscriminate use of "the kindergarten handkerchief" in all blind-fold games, a practice which has been all too prevalent in the past. With the efforts lately made by school authorities to stamp out the fatal trachoma, and with the frequent recurrence of conjunctivitis and other contagious diseases of the eye, it would seem as if sufficient warning had been given, although observations

show that some kindergartners persistently ignore the danger and continue to transfer the handkerchief or towel directly from one child to another. Even refolding the handkerchief, as is the custom with some, may not entirely remove the possibility of contagion; and the only safe way is to dispense with it entirely.

Children will very soon learn to keep the eyes closed for a reasonable time, and the games requiring this can be modified to prevent undue strain of the power of control. There are other practices in kindergarten that call for intelligent care; such as sitting on the floor, the close contact of heads during some games, the treatment of clay, sand and other material used in common.

"THINK ON THESE THINGS."

Conditions vary, and perhaps no hard and fast rules can be laid down; but at least thoughtlessness in all such matters is inexcusable.

A SONG OF THE AX.

BY CLIVE PHILLIPS-WOLLEY.

WHEN winter winds storm, and the snowflakes swarm,
 And the forest is soft to our tread;
 When the women folk sit by their fires fresh lit,
 Oh, ho! for the toque of red!
 With our strong arms bare, it's little we care
 For politics, rates, or tax;
 Let the good steel ring on the forest king—
 Oh, ho! for the swing of the ax!

Your diamonds may glitter, your rubies flame,
Our gems are but frozen dew;
Yet yours grow tame, being always the same,
Ours every night will renew.
Let the world rip, tighten your grip,
Make the blades glitter and shine;
At it you go, swing to each blow,
And down with the pride of the pine.

For the trees, I ween, which have long grown green
In the light of the sun and stars,
Must bend their backs to the lumberer's ax,
Mere timber and planks and spars.
Then, oh, ho, ho! for the carpet of snow,
Oh, ho! for the forest of pine!
Wealth shall be yours, with its business and bores,
Health and hard labor be mine.

—*From "Songs of an English Esau."*

IN my kindergarten one year there was a shy, diffident boy from whom we could get almost no response, either by word or act. He seemed peculiarly phlegmatic and indifferent. When two months had passed by he was absent for a day; and on my calling at his house I found that, to console himself for having to stay away from kindergarten, he had been carrying out the whole morning program minutely by himself. From conversation with his mother, I learned that, far from being indifferent or inattentive, he had been observing keenly in the kindergarten, but that expression had as yet been reserved entirely for the home, where it was surprisingly free.

OPEN SECRETS.

BY MARION MACKENZIE, PHILADELPHIA, PA.

TREES are proud of their families, from the great unbending tulip tree to the graceful, delicate birch. Alike in summer and in winter the tulip tree calls out: "See me; I'm a magnolia, a king among kings;" and the small voice of the birch whispers: "I'm of the oak family, and come from the best." And every tree we meet tells us in its own way about its family.

Trees can never keep the secret of their birth, nor do they care to do so. He who runs may read, very readily, even in the winter time. When in full flower or fruit,—when acorns crowd on the oak, and chestnut burs bristle on the boughs, or the walnut and the hickory nut hang on the branches,—the merest novice can identify the trees which bear these telltale signs. Even in full leafage alone, many a tree is recognizable, perhaps, by some peculiarity of foliage which marks it from its neighbors.

But when the flower has made way for the fruit, and that, ripening, has left the parent stem; when autumn has come, and with it the leaf-fall of our deciduous trees; when winter has more fully robbed them of these marks of identification, how shall we then be able to recognize our summer acquaintances? The answer is not

far to seek, for, as I have suggested, the secrets of the trees are but open secrets, and will be disclosed readily to him who seeks to know.

For the identification of trees in winter, there are some general rules, many or all of which may be applied to a single individual. Broadly speaking, we may judge by

First—General shape and size of tree.

Second—Color and character of the bark.

Third—Arrangement of leaf scars.

Fourth—Old fruits that remain hanging over the winter.

Fifth—Locality; this frequently is a guide.

To these may be added special marks; of which, later.

In regard to general shape and size: A conifer may always be known by the shape which its excurrent trunk gives to it. Even in winter the general rounded form of the horse-chestnut could never be mistaken for such a tree as the weeping willow, with its ever characteristically drooping branches. Some trees, indeed most fully grown trees, are either habitually large or small, which is a clue to identity; for a small tree like the alder can scarcely be mistaken for one of the size of the buttonwood.

The character of the naked

branches, contributing largely to the shape of the tree, is often an easy means of identification. Are the branches horizontal? Do they slant upward? Do they droop? Or have we a combination of these types? The larch, with its softly pendulous branches, which turn suddenly upward at the tip, is an old friend. The graceful birch, too, hangs its branches. The tall Lombardy poplar, ever since, according to the old story, our Lord said, "Hands up!" has remained with its branches forever pointing heavenward. The elm also starts upward, but the weight of fruit and foliage has seemed to prove too much for the delicate end branches, and they fall gracefully, leaving our elm skeleton standing like a huge feather duster, its trunk as the handle.

Passing on to the bark, we have guides here, if all else fail us. If we know the character of the bark, we often know our tree at once. The beech, for instance, is always light gray and smooth, with no suggestion of ridge or rut. It is the forest tree whose trunk is most frequently patronized by the penknife of the small boy. The white birch bark is also smooth, and nearly white, marked horizontally. We need in these two trees no further mark of identification, in winter or summer. A tree trunk may gleam in bronze, as does that of the cherry and also its namesake, the cherry-birch. Or, it may be rough and deeply ridged with longitudinal grooves, as in our common chestnut tree, and, to a less extent, the tulip (commonly called the tulip poplar), the oak and the ash.

The trunk of the buttonwood is unmistakable, since it peels off in great patches, exposing a smooth, white surface beneath. No other tree has a similar bark. Again, the trunk may be hard, like the ironwood, or soft, like the cork bark maple.

The arrangement of leaf scars, marks of summer's foliage, is always helpful, often decisive. The bark and the branching of the elm, for instance, *might* be mistaken by the novice, in the winter time, for those of the white maple; they are not so very unlike. Suppose that we have judged the tree in question to be a maple, and then examine the leaf scars and find that they are arranged alternately on the stem. That changes our decision at once. This tree cannot be a maple, since all of that family have oppositely arranged leaves. Tree families have their rules and they stick to them. If a tree has opposite leaf scars, it cannot be a buttonwood, an elm, a poplar or a willow, a walnut or hickory, or any of the oak alliance—beech, birch, alder, chestnut, hornbeam; etc.; but it *may* be a maple, a horse-chestnut or buckeye, or an ash.

A simple method of identifying some, but by no means all, trees, is by the old fruit or its husk persisting over the winter. Among trees bearing these marks are the buttonwood, whose balls hang as on a Christmas tree; they are very numerous, especially on the young trees. The conifers also retain their fruit, but are more readily recognizable from their being evergreens. To this rule, however (*i. e.*, of conifers being evergreens), the larch and the cypress are

exceptions, and their cones alone reveal their winter secret, if secret it be. The tulip also obligingly retains a part at least of its slim dried cone over winter, while its relative, the magnolia, does not do so. The brown keys of the pistillate *ailanthus*, the Chinese "tree of Heaven," persist in dry, brown clusters, while naturally the staminate tree holds its secret more closely. The tiny spent cones of the alder remain on the tips of the branches until spring. The locust frequently holds its shut pods far into the winter. The catalpa and the paulownia, trees often difficult to distinguish save in flowering time or in fruitage, may be recognized in winter, the one by its long slender split pod, from which the many-winged seeds have long escaped, the other also by its spent fruit arranged in upright panicles of dried capsules, from which also the winged contents have been scattered.

The last general means for identification is locality. This, except in certain cases, is not infallible. Willows generally grow in damp places, many along streams or other water courses. This liking for water seems to run through the entire family—the Carolina poplars seek water, and frequently stop up water pipes in their vicinity as a consequence. The

alders are found along streams and on the coast. The American hornbeam (water beech) and some maples are common in damp places. Some oaks, notably the swamp oak, prefer a wet locality; while others of the family prefer a drier soil. Again, we have forest trees distinctly so, while others grow best on the outskirts of the woods. The gradations are, of course, numerous.

Just one point more, and that is in regard to the individual marks of recognition, such as the spines, which take the place of stipules in our common locust tree; the cruel looking branched thorns of the honey locust, which, *en masse*, were used so effectively to make a *chevaux de frise* in the Franco-Prussian war; the simple thorns of most of our hawthorns and of the osage orange. Peculiar tastes and odors are noticeable in some trees—as in the branches of the sassafras, the cherry birch, or the slippery elm. Many of these minor points may prove, in the end, decisive.

In conclusion, let me say that in the study of trees at any season it is a real satisfaction not only to recognize our old friends and their relatives, whenever and wherever we meet them, but to know *why* we know them; and this we may surely do by the aid of their open secrets.

ALL men are to an unspeakable degree brothers, each man's life a strange emblem of every other man's.—*Carlyle*.

MUSICAL MOMENTS WITH CHILDREN, OR THE ART OF DEVELOPING THE MUSICAL SIDE OF CHILD NATURE.*

BY DAISY FAIRCHILD SHERMAN, PROVIDENCE, R. I.

III.

LISTENING AND IMITATING.

Each thing around us speaks
A language all its own.
And though we may have grown
Hardened and dull of ear,
The little children hear.

But, ah, they cannot know
How blest such hearing is,
Until, alas, it flies!
Then *let us help them keep*
The gift whose loss we weep.†

—Henrietta R. Eliot.

IN earliest babyhood the child should hear only tones of soft musical quality. Nothing shrill or harsh should break in upon those first few months when the little being is gradually becoming conscious of himself and his little world. After a time the baby's eyes begin to show interest and attention. They follow you about, watching your movements. A soft-toned bell may now be placed in his fingers occasionally, if you stay by to guard him from harm. Suspend a triangle within reach, and he will delight to make it tinkle. When

he is old enough to blow, give him a pitch-pipe, and, later, a harmonica. A tuning fork, used at first in the mother's hands, is an object of interest to him; but it becomes doubly interesting when he can be trusted to strike it himself. These are legitimate playthings, that may well take the place of squealing pigs and squeaking dogs, which should not be allowed to furnish all the music the baby hears.

Children of less than a year distinguish different voices. "Who's come?" you say. "Papa!" answers the little one just learning to talk. Children of this age will say "Moo!" "Bow-wow!" "Toot!" repeatedly with great satisfaction. This is just the time to begin pitch training. Children like to imitate tones that interest them, and, if you give such tones only once in two or three days at first, the baby will soon be imitating them over and over, delightedly and without effort, rapidly paving the way for more. The attempt to imitate reacts upon the voice. Thus voice and ear help each other. An important part of this experimental period is the *daily* attempt to imitate

* All rights reserved by the author.

† From *Mottos and Commentaries of Froebel's Mother Play*, by Henrietta R. Eliot and Susan E. Blow. D. Appleton & Co.

these musical sounds with the voice. When the child is older, the attempt to find the sounds on the piano or some other instrument should be made daily.

Next begin to draw the baby's attention to all sorts of tones. Try to imitate them yourself and he will begin to do so. There is the sound of the clock striking the hour, of the church or school bell, door or dinner bell; the whistle of factory or locomotive, the cock's crow, the biddy's "cut-ca-da-cut!" The cat, the dog, the cow, the horse, all contribute to the baby's entertainment and musical progress. Listen to the bumblebee's deep buzzing, the mosquito's shrill humming, the little tunes played by falling drops of water plashing in the basin, the murmuring of leaves when the wind comes through them in gusts, the whirr of the cicada and grasshopper, the calls of cricket and katydid, the sound of the wind in the rolling waves of grass or when sweeping between loose window sashes, the creaking of the hinge on blind, door or gate, the bell-like tone of the china lamp shade, or the deep bass of the rolling thunder. The wind will also sing a chromatic scale, and minor cadences *ad infinitum*. Children of six or seven years appreciate Eugene Field's poem, *Who's been bad?* Such poems help the child to realize that there is music in nature, and prepare his ear and heart to listen for it everywhere.

The physicist Ganot, in his treatise on Acoustics, says: "The difference between sound and noise is by no means precise. * * * There are

said to be certain ears sufficiently well organized to determine the musical value of the sound produced by a carriage rolling on the pavement."

Place a good metallophone on a table near Baby. Strike one key with a gentle blow. Slowly repeat this several times. Even the baby can see where the tones come from, and he will delight to produce them over and over by his seemingly indefinite rappings with the little hammer. Three or four years later a metallophone in a tiny piano case with painted keys forms a good introduction to the piano. Its few keys and small size do not overwhelm the child. He enjoys his first simple finger work on it better than on the piano itself.

Walk to the piano and strike some key, perhaps the first G in the treble. Baby listens. Strike it again. Sing it softly once or twice. That is all. Let Baby sit in his high chair before the keys for a few minutes sometimes. How the little hands fly up and down as he strikes the keys, partly for the joy of motion and partly for the pleasure of hearing the tones!

It has been my great privilege recently to observe the effect of musical tone consciously heard by a three months old babe for the first time. The child was brought from the nursery above into the parlor and placed in my arms. Her little sister was seated at the piano close by. She struck a key, g, moderately loud. The babe, with a quick look of pleased surprise, turned her head toward her sister. Then I imitated the tone

without the piano. Quickly her head turned toward me, with rapidly increasing delight. But when we ended our concert by sounding voice and piano together just once, the little one gave utterance to a rapturous "Ha!" gesticulating with arms and legs, evidently thrilled with pleasure.

Throughout childhood, the notes of birds are entertaining to children, and especially so to children who have been in the habit of listening to them and trying to imitate them. For the older children a little patient effort to determine the intervals in birds' songs will prove very interesting. The birds sing octaves, tenths, arpeggios—major and minor; and every one knows what expert trillers they are. The child is often rewarded for learning the bird's song, by the bird's answering back again and again, and drawing near.*

Table glasses, especially thin ones, give forth musical tones when struck an elastic blow on the edge. At first, use only one glass, but a little later two or three, for the purpose of drawing attention to differences in pitch. The pitch of a glass may be altered by pouring in water—more for a lower pitch, less for a higher. At a later stage, tune the glasses in octaves, the tones of the common chord C-E-G, or in scale intervals. The child points out which glass gave the highest pitch, the lowest pitch, etc. Sing the tones. Find them on the piano or other instrument. After having seen the glasses struck a num-

ber of times, let the child hide his eyes while one is sounded. Then let him put his finger on the glass that produced it. Possibly, later, the child can imitate one glass with his voice or on the piano at the same time that the mother imitates another, and he will be delighted with the simple harmony.

Whenever possible, every musical tone should be imitated with the voice and found on the piano. Schumann says: "The education of the ear is of the greatest importance. Endeavor early to distinguish each several tone and key. Find out the exact notes sounded by the bell, the glass, the cuckoo, and so forth."

It often happens that little children hear correctly pitches which they are unable to reproduce accurately. They do not have perfect control of all the muscles of their vocal organs. The effort to use them is a training for these muscles as well as for the ear, and at some moment, unexpectedly, the correct pitch will be forthcoming from the child if it is within his vocal scope. Probably there are few individuals in whom the power of recognizing pitch is absolutely wanting. Even with a small degree of this power, an accurate ear and voice could probably be developed by the age of ten years or even sooner, through early, careful, and *persistent* training in listening and imitating. It is easy to mistake the child's instinct to raise the scale by whole-steps instead of half-steps for an imperfect ear. I have worked with children eight to ten years of age in whom that instinct was strong.

* *A Year with the Birds*, by Wilson Flagg, contains the written songs of some of the birds as he heard them.

And I know of one case of a child of eleven and a half years who still finds the half-step unnatural. The child is a boy in weak health, and therefore backward generally; he is not mentally deficient but his mental development has been hindered.

Children from three to four years, who are old enough to enjoy the glasses, take great delight in a rude violin made from a grape-box cover. To get the greatest benefit from it the child should see it made. It takes only a few minutes to make one with a good jackknife and soft wood. The violin shape is whittled out, also an oblong piece about an inch high and two inches long to stand up under the strings for a bridge. Waxed threads of different sizes, coarse for the low pitches, fine for the high ones, are stretched from one end to the other, held in place in knife slits on the ends, and secured by a knot underneath. Rubber bands give more musical tones, but are less durable. The bridge is held upright by the tension of the strings. A perfect scale can be played on each of these strings, although they are so attenuated that they have to be plucked with the finger nail.

Experiments with the monochord are very entertaining and instructive. For home manufacture, use a strong yardstick and a spool of e guitar wire. For points of support for the wire at each end, bend brass sash-curtain fixtures into shape if nothing else is at hand. The wire between the supports should be the exact length of the yardstick. On the under side of the stick within an inch of the end put in a

screw, to answer the purpose of a tuning peg in case you wish to tune it to a certain pitch, as g, for instance. Make a sliding bridge of soft wood with a wide base and a sharp ridge at the top. It should not be so high as to cause the wire to bow up too much when used near the end of the stick, but should slide easily along the stick, scarcely touching the wire. Pluck the string with the finger nail, and if tuned to g, g will be sounded. Place the slide over the eighteen-inch mark and press the wire down on to the slide. The octave g can be then sounded. Of course it may be sounded from the wire on either side of the bridge. Slide the bridge to the nine-inch mark, and g may be sounded from the shorter section of wire. At the four-and-a-half-inch mark the short wire gives another octave, g, and the two and a quarter inch mark gives the same note an octave higher still. By experimenting one can also find the various tones of the major scale on this single wire. Although the monochord is an ancient instrument, it is used in physical laboratories to-day to determine or to verify pitches and intervals. The ancients understood as well as we that "the relation of tone to tone is purely a matter of mathematical proportion"; that "the sound waves, generated by the vibration of the elastic body from which a tone is to be elicited, are as regular in their velocity as the succession of vibrations, and can therefore be indicated by an arithmetical ratio or number. Hence, a tone being a fixed quantity, can be desig-

nated by a number."* In Ganot's elementary treatise on Physics may be found a satisfactory illustration and description of the sonometer or monochord.

A drum appeals very strongly to children, as every one knows. They find pleasure in giving expression through its means to the sense of rhythm within them, and, moreover, they love the noise. There is no doubt that normal children find great pleasure in sound, not to say in good vigorous noise. A fourteen-year-old girl of exceedingly nervous temperament, with an unusually developed musical ear, was one day observed in the tin closet entirely oblivious to all about her except the delightful noise she was making by casting tin pans of various sizes on to the floor. Some one suggested to her that her behavior might be criticised as being like that of a lunatic. When asked why she threw the pans on the floor she replied, "Oh, I wanted to hear some noise!"

If music is studied at the piano

* *The Theory and Practice of Tone-Relations*, by Percy Goetschius; G. Schirmer, New York.

only, in the usual way, the technical difficulties are almost certain to submerge the music. In simple ways, such as have been suggested above, the child may become acquainted with some of the principles of acoustics. He has ample proof that buzzing makes tone. Besides the toy piano there are other toy musical instruments which require but little skill on the part of the player. A set of bells on a stick, called a lyre, tuned to the scale, is a wonderful help in learning to find the intervals of well-known tunes. Little skill is required to strike the bells, and the whole attention can be given to listening and thinking. More will be said later as to the use of the lyre. Bugles, cornets and similar instruments are to be found in toy stores. Take pains to select those which have the truest tone. Experiments with these instruments in the "musical moments" add great interest and give the variety that is so necessary in children's training besides focusing the attention upon the tones and intervals, rather than upon the technic.

A HEAP of damp clay suggests to one boy the making of a mud-ball to throw at a policeman; to another boy the modeling of a rabbit. You cannot arrange the life of your child so that he shall never pass a heap of damp clay, but you can train his mind and heart so as to determine what the heap of damp clay shall suggest.

MAMMY NANCE'S STORY PLAYS.

BY EMMA C. DULANEY, LEXINGTON, VA.



HICKORY DICKORY DOCK.

HONEY-BUG, wanten he'p win' de hall clock,
See de wheels whirl er-roun', heah it "Tick-tock"?
Mammy, she 'll fix de key on de peg, so;
Den yo' kin tek er-holt an' he'p tuhn it, slow,
Roun' an' roun', dis-er-way! Look at dat gret
Big weight comin' up, stiddy an' stret!
Jes' yo' listen, too; case de ole clock
Gwine to tell sump'n' now wid its "Tick-tock":—

"Day atter day I count off de houahs
Whiles Baby plays wid de sunbeams and flowahs.
I wake ole Mammy up early ev'y day
So she kin git yo' all raidy fuh yuh play,
Cos dat meks yo' grow, an' be peart an' bright;
Den I tell huh w'en it's time, ev'y night,
Ter put yuh frilly ni'-cap on yuh cyuhly haid,
An' tuk yo' erway in yuh li'l' white baid.
Is yo' wond'rin' *how* I mek yuh ole Mammy know
Dem times? Wanten heah? Well, dis-er-way, slow,
I lif' mah clappah up; den on mah bell
I let it fall—*cl-lang!* *Dat's* how I tell.
But I cain't spar' de time ter talk enny mo',
So I 'll be 'bleeged now ef Mammy 'll shet mah do'.

By-by! Yo' mek *huh* tell yo' 'bout de mouse
Dat played 'Hick'ry, Dick'ry Dock' right in mah house."

Lan' sakes—heah dat! I's in fuh er scrape now.
Yo 'll gimme no peace twel it's tolt, I 'low,
So I mought es well staht 'bout it:—

One day

A fiel'-mouse run erway f'om home ter play,
An' got los'—she oughter knowed she 'd do dat!—
An' got chased, too, by er hongry tramp cat.
So tur'ble skeered wuz dat bad li'l' mouse
Dat she tuk out an' run stret up ter ouah house.
She tumbled in de sullen, spang on huh haid,
An' lay dah er-pantin' fuh breff, an' mos' daid;
But atter er-restin' she sot up ter say:—
"Yo' git *dreffful hongry* er-runnin' erway!
I b'leeve I 'll mek er hole jes' ovah dah,
An' hunt roun' ter fin' me er bettah place, somewhar."
She gnawed an' nibbled, an' she nibbled an' gnawed,
Twel she made er hole spang thoo er bawd!
Den she squeedged thoo de hole, an' run off ter look
All er-roun', an' into ev'y cranny an' nook,
Ter see c'u'd she track er li'l' teenty bite
Uv sump'n' ter eat fuh suppah dat night.
She peeked ev'ywhar, an' she scuttered er-roun'
Lookin' fuh crum's; but nahy one she foun'
Twel in de pahnty she seed, on er she'f,
Two big cuh'ant pies! Well, she he'ped huhse'f,
An' gurmydized de pies' crisp, flaky crus'
Twel she wuz so full she felt lak she 'd bus'.
Den she jumped ter de flo', an' she laff, an' say:—
"Dah's lots *heah* ter eat! I reck'n I 'll stay
Fuh er while, an' fus' thing I 'll tek er li'l' peep
At de house whilse de folks is all fas' ersleep."
W'en she got ter de hall an' seed de ole clock,
An' heerd it er-sayin': "Tick-tock, tick-tock,"
She wuz dat flustered! but sassy 'nuff ter say:—
"Who's *yo'*? Whut yo' doin' dah, enny way?"
"Me? I's de fambly frien'," say de ole clock.
"An' I's hahd at wuk keepin' time—tick-tock!
Folks say I's mos' th'ee hun'erd yeahs ole,
An' dey w'u'dn' sell me fuh mah weight in gol':
Mah aige, dey say, dey kin pahs'-tively trace

By dese li'l mahks dat's writ on mah face.
 Now, whar'd *yo'* come f'om? Who's *yo'*, ennyhow?
Yo' cain't be no qual'ty folks, dat's whut I 'low,
 Ur *yo'*d hev bin in yuh baid, long, long ergo,
 An' not traipsin' roun' heah dis late, I know."
 "I's Miss Mouse," de sassy li'l' pie-rogue say;
 "An' I's run erway ternight ter hev fun, an' play."
 W'en Unc' Toby woun' de clock up, dat night,
 He'd fuhgot ter shet de do' good an' tight;
 So w'en li'l' Miss Mouse seed de penjylum swing,
 She hollered out: "Hi-i! Whut's dat funny thing?"
 She th'owed de do' open an' she peeked inside
 An' she laff an' say: "I's gwinter tek er ride
 On dat quar swing." Den she jumped an' ketched holt
 An' gib de pore penjylum er *tur'ble* jolt.
 It shuk an' shuk, but it c'u'dn' th'ow huh down;
 So dah she swung erwhile, an' den looked er-roun';
 An' w'en she seed de wheels, behin' de clock face,
 She 'lowed: "Now I reck'n dat I'd bettah chase
 Mahse'f up dah an' sec whut dem things do.
 Mebby some fun's waitin' up yandah, too!"
 Ez soon ez she teched 'em one went "*Whirr-irr!*"
 But de li'l' meddler 'lowed dat it didn' skeer *huh*.
 Den de clappah riz up, an' wid er gret bang
 Fell down on de bell wid er loud "*Cl-lang!*"
 Hi! Miss Mouse got skeered *den*, an' stahted ter run
 (Cos she foun' trubble instid uv fine fun);
 But huh long tail got wropped erbout er wheel,
 An' she wuz hilt fas'. Good lan', *how* she did squeal!
 Nex' mawnin' w'en Unc' Toby tuk huh down
 De en' uv huh tail 'tween de wheels he foun'.
 Den Miss Mouse cry, an' say: "Oh! I'll git frailed
 Ef I go home ter mah mammy nip-tailed!"
 Unc' Toby say: "Whut do *I* keer fuh *dat*?
Yo' ain' gwinter pilfuh roun' *heah* an' git fat!"
 An' he tuk huh den ter de oat-fiel', an' down
 By de ole haw-tree he sot huh on de groun';
 An' off she scuttered, lettin' out monst'us squeals,
 Wid ole Major bahkin' clost ter huh heels.
 An', Honey-Bug, ef *yo'* sh'd see some day
 Er li'l' sho't nip-tailed mouse, *yo'*ll know, raight erway,
 It's de same pie-rogue dat sassed ouah ole clock
 An' got nipped playin' "Hick'ry, Dick'ry Dock."

"A DILLAR, A DOLLAR, A TEN-O'CLOCK SCHOLAR."

BY ELIZABETH C. SKINNER.

JUST before we began to prepare for Washington's Birthday in the Pratt Institute Kindergarten, the children seemed to catch an aggravated form of tardiness. Simple remedies were tried at first; regret was expressed that the good morning songs had not been theirs, the little incidents of the circle not enjoyed by them; but all to no purpose.


The same children came late every day, and gradually their ranks were swelled by others. The spirit of tardiness manifested itself in a passive way all through the work. The attitudes were irresponsible, the handwork showed slackness. So it was deemed imperative by the director that Froebel's little song and game of Tic-tac be immediately presented to the kindergarten.

The next morning after the usual greetings, the director, with an air of mystery, placed in front of herself on the floor three draped objects. Instantly there was a hush and then the tick of clocks large and small burst upon the ear. "Oh! it's a clock, a clock," the children exclaimed, and immediate demands were made for the removal of the drapery. So one by one the clocks were uncovered and at last there stood revealed a whole family,—father, mother, and baby

clock. Then amid great enthusiasm the clocks passed from one child to another, and later some watches visited them in the same manner.

Noting the pendulum of the kindergarten clock, one child suggested that we play clock. Quickly the piano told the Tic-tac story, and soon all the active children were busy clocks, swinging first one arm and then the other, as a pendulum.

"Now, children, the clock says we must have our march." Such were the only commands, but all through the day we obediently followed the never-resting helper.

Before the good-bye song was sung, the children were told in a quiet, serious manner that the next morning at exactly nine o'clock, when the hands pointed this way , the kindergarten door would close and any child who came after that hour must sit outside the circle. In this way we avoided confusion consequent on rearranging chairs.

Nothing further was said, but that an impression had been made next morning's early arrivals gave proof. One little boy especially, who always loitered on the road, came rushing in that morning, tore off his cap and jacket, and in a most excited manner said, "The clock has n't said it yet,

has it?" Being reassured, he hurried upstairs to be most cordially welcomed by his associates already in the circle.

"Sing about the clock," and "Play about the clock," was the universal chorus after the little prayer was said. So several children were changed into clocks, and a touch of realism was given to the game by adding as pendulum the tiny balls of the Glidden Gift, ingeniously lengthened by inserted strings. Next the Mother Play Book picture of the Tic-tac was shown and a little story told about it. Other stories were told during the week, giving indirectly the truth embodied in this little song.

That day all made clocks with their blocks, and every one had a jolly time

winding and caring for his own especial property.

So the days flew by and the preparations for the Washington celebration engrossed our time and attention. Nothing more was said about clocks in particular, but one beautiful Monday morning our usually late scholar walked in early with a fine picture of George Washington, the great soldier, and, attached to one side, *the face of a clock*.

So began the development of the little germ of clock consciousness, and, though occasionally some children still come late, that advance step taken a month ago is already bearing fruit in all the various manifestations of thirty little people.

—*The Pratt Institute Monthly*.

CLOCKS AND NO CLOCKS.

BY RUTH ELLA BOYCE, PITTSBURGH, PA.

ONE morning when Martha was cuddled warm in bed she was wakened by a "Ding, ding, ding, ding, ding, ding, ding, ding!" Counting, she knew that her own little clock on the mantel was saying, "Eight o'clock. Time to get up!" But the bed was so warm and comfortable and the room so chilly, that Martha thought, "I don't care what the clock says. I am not going to get up." So she lay until she heard her mother calling, "Martha, did n't you hear the

clock?" Then she thought, "What a bother the clock is! I wish we did n't have any." And even then she did n't get up, until again her mother called, "Martha! Martha!"

So it happened that when she came downstairs to her breakfast, she was late, and breakfast was over for the rest of the family. Now this morning they had for breakfast something that Martha liked very much to eat. Perhaps you like it, too! And perhaps you can guess what it was. No:

not rolled oats, nor muffins,—yes, pancakes! Martha thought pancakes with maple syrup delicious. But now she found the pancakes cold.

"Oh, dear," said Martha, "I don't like cold pancakes."

"They were hot at breakfast time, little girl; you are late this morning. Is your clock wrong, or is it you?"

Martha thought it must be the clock; and when, afterwards, she got to school late and the teacher said, "Martha, look at the clock!" she felt certain that the clock was very unkind to her.

All day long Martha and the clock did not agree. When she wanted to write, it said, "Time to read." When she wanted to read, it said, "Time to draw." When she wanted to stay out and play in the snow, it said, "Time for supper." And when she was having the happiest time of the whole day, playing with her doll, and just as she had the dolly all ready for a tea party—a play tea party, you know,—"Ding, ding, ding, ding, ding, ding, ding, ding!" went the clock. She knew that that meant bedtime. Really, she was a very cross little girl when she got into bed, and she said in her crossiest tone, "I might have some fun if it were n't for the clocks. I wish there were none to bother me!" Then she went sound asleep.

The next thing she knew there was a most astonishing noise. There was a deep, slow "Tick-tock," a quick "Tick-tock, tick-tock," a loud "Tick-tick, tick-tick," and many others, loud and soft, slow and fast. (Let us each be a clock, and then we can understand what a noise Martha

heard.)* No wonder her eyes opened wide! Around the bed were clocks and clocks,—all the clocks from the whole house. The tall "Grandfather's clock" from the hall was there, the one that hung in the dining room, the brass clock from the parlor, her mother's clock, her own little one, her father's big watch and her mother's small watch, and even the wooden kitchen clock. There they stood in a ring around her bed; and, listening, Martha heard that they were saying: "We're going, Martha, going, going, Martha, going!"

Then Martha remembered no more until she felt the warm sun shining in her face. She looked at the mantel, wondering what time it was; but her little clock was gone. Then she remembered what the clocks had said in the night, and she thought: "What fun! Now I can stay in bed as long as I wish!" But pretty soon she found that she was getting very hungry; so she decided to get up. When she went downstairs there was no breakfast ready and waiting as there had been the day before.

"Why, mother, is n't it breakfast time yet?" she asked.

"I am sure I don't know, Martha. We have no time to-day. I had my breakfast when I was hungry. If you want yours now, you can run out and get it."

Martha did n't enjoy this, and she thought, "A breakfast time is a pretty good thing to have." But after her breakfast was over, she did enjoy doing as she pleased, with no clock to

* In telling this story in kindergarten, allow each child near to imitate whatever clock he wishes.

say, "Do this! Do that!" So for a while she played happily. It was Saturday, so there was no school.

After a while she remembered that she was to go for a sleigh ride with her little friend, Mabel. She did n't know what time it was, but she thought she would better get ready and go over to Mabel's. But when she got there, Mabel's mother came to the door and said, "Why, Martha, you were to come at one o'clock! Mabel waited and waited for you, then she thought you could not come; so she is gone."

Poor Martha! Such a sorry little girl went back home, with such a sorry face, that her mother said, "Never mind, girlie; I will bake you a chocolate cake for your supper." Martha liked chocolate cake, so she felt a little happier; and, as she helped her mother mix the cake, she grew quite jolly.

When the cake was ready for the oven, her mother said, "I always bake

this by the clock, but I think I can guess at the time." But, oh! what do you think happened? When Martha's mother thought it was about time for the cake to be baked (having no clock to help her), she found it burned to a crisp, so not one bite could poor Martha eat.

Sad, sorry little Martha went to bed that night wishing and wishing that their clocks were back; and, wishing and wishing, fell asleep.

The first thing she knew she was hearing a tinkling voice, "Ding, ding, ding, ding, ding, ding, ding, ding!" She opened wide her eyes. There stood her own dear little clock in its own place. She hopped out of bed and kissed it, right on its smooth, round face!

And after that Martha and the clocks were the best of friends, and she found that they gave her plenty of time for both work and play when she minded them, and that they are great helpers to all who listen to them.

JOHNNY'S TASK.

By N. GRACE TAYLOR, LOWELL, MASS.

THERE was once a little boy named Johnny, who lived in the country. A farm, you know, is a place where you can have the best of good times, and Johnny thought that some of the days were not half long enough for all his play.

But there came a time when his papa had to take a long journey and to be away from home many weeks.

One day while his papa was away, his mamma said, "Johnny, I should like to have you saw some wood for me."

Now Johnny was big enough to help, but *he did n't like to work*. So he walked rather sadly to the woodshed, and, taking up the saw quite as if he were being punished, began to saw some birch sticks. He could not

help thinking, as he sawed, that the birch wood was very pretty. Some of the bark was as white as snow, and some of the prettiest yellow color, with little curls hanging all over it; then, too, it had such a fragrant, clean smell.

But it was chestnutting time, and the other boys were going out in the woods; and Johnny wanted to go too. So the saw went *very* slowly, something like this (imitate the sound of sawing wood), and the pile of sawdust, such as all children like to play in, was very, very small. Now Johnny's little sister Bess had been promised by their mamma that when there should be sawdust enough to stuff it she would finish the big cloth doll, as big as a baby, with painted face and hair, that she had begun to make for Bess. But with the sawdust piling up so slowly, it looked as if Bess would have to wait a long time for her doll. Pretty soon, as Johnny was sawing, he spied a squirrel just over the stone wall, near the old oak tree. "I wish I could have a good time to-day and have nothing to do, like that squirrel!" thought Johnny. "Guess I'll just lie down here in the sunshine for a few minutes;" and he stretched himself out on the grass. Then he looked up at the beautiful blue sky, and thought of the boys in the woods poking away among the dead leaves for the prickly chestnut burs. In a little while his eyes softly closed and he was fast asleep. Then he began to dream. He dreamed that the squirrel he had just seen came scurrying right close beside him, and, sitting up with his pert,

fluffy tail over his back, said: "Johnny, why are n't you more willing to work for your mamma?"

"I want to go out in the woods!" said Johnny.

"But you can go to the woods another day," said the squirrel. "If I played all the time where would my winter's food be?"

"I don't believe you squirrels work much," said Johnny; "you always act as if you were having the jolliest sort of a time."

"No, squirrels have to be very busy saving nuts in the fall, or they would starve when winter comes," said the bright-eyed little fellow, nodding his head to make Johnny feel that it was all very true. "And if you can't saw a little wood for the fire," he went on, "so that your kind mamma can get you a good dinner, I think you are a very lazy boy!"

Johnny had not thought of the matter in this way before, and he felt very much ashamed. Just then he awoke, and the squirrel was nowhere to be seen.

"Why, I believe that I've been dreaming," Johnny cried. "But I *will* work for my mamma, you busy Mr. Squirrel; just see if I don't!"

So he took up the saw quickly this time, and was soon really enjoying the work. The sound was merry now, like this (imitate the sound of sawing wood briskly).

When he had worked awhile, his mamma called to him: "Johnny, dear, that will do for to-day. You may play now."

Johnny took a basketful of wood to her and said, with a happy face,

"I'm going to saw all you want every day," and then his mother said "Thank you, my boy."

Each day after that you could hear the cheerful sound of the sawing (imitate); and when the whole pile of wood was sawed, what do you think Johnny found? Why, his favorite ball, which had been lost since the spring before! Many a tear had he

shed then because he could not find his ball; and now that he had found it, he was very glad indeed. His little sister had something to be glad about, too; for there was plenty of sawdust in the sawdust pile to stuff the big new doll that had been promised to her, and her mother soon had it ready. And a beautiful plump dolly it was!

THE STORY OF LILY THE PIG.

BY MARGARET JOHNSON.

WHEN Teddy was a very little boy he went to visit his uncle who lived on a farm. Out to the big barn he ran, to see the chickens and cows and geese. Then he climbed up and peeped over the edge of the pigpen. Down in a corner he saw a little white pig,—such a dear little white pig!—with pink eyes and a curly tail.

"Hello!" said Teddy.

"Ouf! ouf!" said the little pig.

"You are too nice a little pig to stay in that dirty place," said Teddy. "You shall come and be my pet."

Then he got Peter, the hired man, to open the door of the pigpen, and they took the little pig to the pond and washed him, and Teddy tied a ribbon on his neck and gave him a cushion to lie on, and named him "Lily." But the next day his pet was gone; and when he climbed up and peeped over into the pigpen again, there was Lily, the pig, among all the other pigs, grunting for joy.

"Silly Lily!" said Teddy, "to like your pigpen better than"—and then his hands slipped and over he went head-first into the pen! Oh! how rough the straw was! And Teddy did not like the parings of apples and potatoes; and the pan of water was not clean; and pretty soon there were two tears in Teddy's two eyes.

Now Peter, the hired man, came by with a pail of food for the pigs. How he did laugh to see Teddy in the pigpen.

"Oho!" he cried, "so you do not like staying with Lily, the pig, any better than he liked staying with you! Every one to his taste, Master Ted! Come and I will put *you* under the pump."

Then Teddy laughed, too. "Good-bye, Lily," he said, "I will live in my home and you may live in yours!"

"Ouf! ouf!" said Lily, the pig.

"Ouf! ouf!" said all the other pigs.

—From *A Bunch of Keys*, by Margaret Johnson, with courteous permission of E. P. Dutton & Co.

AT CHURCH.

BY CARRIE MAY.

WE went to church, my two fair girls,
Their father and myself,
My Kittie then at "half-past seven,"
A laughing, bright-eyed elf,
And little Frank, our youngest one,
Then only "half-past three,"
But wise beyond her years, and filled
With calm, sweet dignity.

I told the tale when we reached home
That Kittie—to be brief—
Had dropped her book and I my fan
And Frank her handkerchief.
"I know what father dropped," said Frank,
And to her eyes did leap
A look of humor, as she said
"Why, father dropped asleep!"

ONE day when Dr. Orville Dewey preached a fine discourse in Washington, D. C., upon the subject of the education of children, I saw Judge Mangum, president of the Senate, in the congregation. When the service was over, I joined the judge and walked home with him. I said to him, "Well, Judge, how did you like Dr. Dewey's discourse?" "Ah!" said he, "there's no mistaking a man of genius. You might set that man to opening oysters, and he would make something fine of it."—*Daniel R. Goodloe.*

A NEW YEAR'S SONG.

With Music for Skipping.

H. BLANCHE FOSTER.

FLORENCE E. CHIPMAN.

Tempo di Marcia.

1. Who is this with trip - ping feet And tin - kling
2. May each day of this new year Bring us

mf

bells so sil - v'ry sweet? O - pen wide the door with
bless - ings and good cheer! Hear us now, we glad - ly

cheer, New year comes, the glad New Year!
call Hap - py New Year to you all!

Skip.
f

mf

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., JANUARY, 1904.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed,

LEICESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

THE good old year is with the past;
Oh! be the new as kind!

—William Cullen Bryant.

HOLD me in honor and greet me dear,
And, sooth, you'll find me a happy
year.

—Margaret E. Sangster.

CHILD LIFE, the kindergarten quarterly of England, always meets a warm welcome when it appears among the exchanges of KINDERGARTEN REVIEW. Its latest number (as each latest number in the past has done) weaves the spell of interest closer than before, and we make a slight running comment on the contents, in order to give our readers an idea of what the magazine is, if they do not already know.

The opening article is a lecture de-

livered by an ardent Herbartian, Dr. F. H. Hayward, in the Holiday Course for teachers held at Marburg, Germany, last August. In a previous Holiday Course, Professor Natorp of Marburg University had "attacked, with some severity, the Herbartian system of education, mainly on the ground that the psychology and ethics which are supposed to form the basis of the system are false or antiquated." These lectures of Professor Natorp, published, had been the means of leading Dr. Hayward to a critical study of all the literature of Herbartianism written from the opposing standpoint, and to the publication of a *Student's Herbart*, in which he gives a list of the chief objections that have been raised against Herbartianism, with some rebuttal of them by himself. Instead of beginning his book with the philosophy and technical psychology of his subject, the author of the *Student's Herbart* takes his stand at the outset upon practical or moral ground, mindful, as he laughingly puts it, that over the portals of every English school (in contradistinction from the German) might be written *Grau ist alle Theorie*. He says:—

I ventured to commence at the place where most writers finish,—and where, by the by, most readers never arrive at all,—the problem of moral evil; and then proceeded to show what Herbartianism can do to solve that problem. I have a notion—

though I can only bring vague evidence in support of it—that Herbart himself started from this point; he certainly did not start, as Professor Natorp in Germany and Professor Darroch in Scotland seem to imagine, from a worked-out system of psychology. When the latter speaks of Herbart's pedagogy as being "derived," "deduced" or "developed" from Herbart's psychology, and of the latter as being the "starting point," "the point of departure," containing the "original assumptions" upon which the pedagogy is "based" or "ostensibly founded," his whole assumption instantly falls to pieces on the recognition of the fact that Herbart's psychology was elaborated years after his chief educational works were written. Professor James has stated the facts with sufficient emphasis; the pedagogy was "not derived in any sense from the psychology." (*Talks with Teachers*, page 8.) Accordingly, a rejection of Herbart's psychology as a system does not necessarily entail a rejection of his educational proposals. In fact, few critics spend time in attacking Herbart's *Allgemeine Pädagogik*; the book carries conviction with it. They have to go elsewhere to find material for criticism, and they generally find it in Herbart's much later psychology, which they denounce as mechanical. Still, to separate Herbart's psychology and pedagogy, and thus to save the latter by a sacrifice of the former, appears at first an unsatisfactory performance. I hasten therefore to add that no sacrifice need be made of the undoubted psychical facts from which Herbart seems to have set out: * * * *the only thing we need sacrifice is the technical form which Herbart, years later, gave to these facts and convictions.*

Further on in his article Dr. Hayward says:—

Most teachers know that the word "interest" or the phrase "many-sided interest" is the key to the Herbartian position. * * * The teacher who succeeds in arousing it is engaged in morally reforming the world; the pupil who possesses it possesses a source of inward life, and, towards outer assaults, a protective panoply. * * * Herbart, in words which, if I mistake not, will be heard rather frequently in England during the next few months, boldly declared that "stupid people cannot be virtuous" (*stumpfsinnige können nicht tugendhaft sein*); or, in less aggressive words, that, "if intellectual interests are wanting, if the store of thought be meager, the ground lies empty for the animal desires." * * * I believe that this principle—or, rather, this fact—that interest in elevated pursuits is, if not a moral guide, at the very least a moral protection, is the only one that is capable of vitalizing British education.

Two *ex tempore* addresses given at the King Alfred Congress by Dr. Cecil Reddie, the famous teacher of Abbotsholme, appear next in the magazine. The first, on *Froebelian Methods in the Class Room* is a plea not only for unity in the various stages of education but for an elevation in national life to correspond with the elevation of ideals and character which an improved education is instilling into the children of the present day. After showing how much better it would be for each kind of school to fulfill single-mindedly the educational demands of the children with whom it deals, rather than to spend much of its energy, as at pres-

ent, in fitting for the examinations of the school above, he reverts to the theme which is evidently dear to his heart and on which he is strongly eloquent—the national life as the supreme agent in education. Speaking of England, of course, he declares that—

Hitherto our national energy has been squandered on the effort to raise individuals, here and there, above other individuals; and classes, here and there, above other classes. What is wanted is to raise the whole by the coöperation of the whole.

Referring to King Alfred, Dr. Reddie said: —

He was, indeed, not only a great king but a great man, and we may say, if you will excuse the Irishism, he was a great follower of Froebel. He wished England to be a vast place of education for growing Englishmen, in other words, a great English kindergarten. And this is our national task to-day. We need to-day, in place of a playground for the rich and a purgatory for the poor, a really cultivated England, growing men in the pure country air; a really united and cultured English people, able, above all things, to think and speak and write in their own English tongue.

Dr. Reddie's second address, the *Coöperation of Successive Teachers of the Pupil*, was as full of life and force as his first. He would have divisions of student life made as follows (counting a child as three years old when he *has completed three full years*, not when he is in his third year; and reckoning other ages simi-

larly): From three to seven, kindergarten ("whether we call the final year or the last two years Transition or not, to my mind matters little," says Dr. Reddie); from seven to eleven, junior school; eleven to eighteen, senior school; eighteen to twenty-two, university (taking professional, technical, or commercial training, as the case may be); and from twenty-two to twenty-six, under apprenticeship in active employment. Most of the address was given over to pressing the claims in favor of the inclusion in one division of boys between eleven and eighteen years of age. The points of argument were strongly taken and the inherent provisos clearly pointed out.

Hindrances in the Training of Kindergarten Students, by Miss H. Brown Smith, relates to the hand work required in the kindergarten training course and by the National Froebel Union, and is on the side of greater simplicity and more freedom. *Free Paper Cutting*, by Miss G. Owen, is illustrated by examples in black-and-white of children's cutting. Both are excellent articles, advanced and thoughtful.

Two short accounts, with several half tone illustrations, are given of Mrs. Humphry Ward's Vacation School, by Miss Lily Reed and Miss Woutrina A. Bone; and well may Mrs. Ward rejoice in all the good she

has set in train by her energetic example in the establishment of this branch of work at the Passmore Edwards Settlement.

On Gardening and Garden Books, by Miss C. A. Morin, is the title of a paper read before the Michaelis Guild and contributed to this number of *Child Life*. It is full of a delightful freshness, with word pictures of lovely English gardens, many quotations from our own Charles Dudley Warner's *Pusley*; or, *My Summer in a Garden*, and some from other sources, practical directions for the planting and care of certain plants, and a list of books about gardens and gardening. In praise of Alphonse Karr's *Tour Round My Garden*, translated by the Rev. J. G. Wood, Miss Morin says:—

I would exhort every lover of gardens, of nature, of outdoor life, to read that most charming, scientific, poetical, and philosophical record of loving observation and nature study. I should be glad to know of anything of its kind to beat it. * * * I know of no book so well worth possessing, reading and re-reading.

Some Song Chats with the First Form, by Miss Woutrina A. Bone, is a charming bit of writing for children about Robert Louis Stevenson,—almost as charming as Stevenson himself could have devised. It quite makes us excuse the slip, in Miss Bone's other article, of attributing Emerson's lines—

But in the mud and scum of things
There alway, alway something singa.

to Mrs. Wiggs, presumably "of the Cabbage Patch"!

Other articles in this number are about the *Eisteddfod*, the Welsh singing festival; an address to girls about *The Education of Girls*; a collection of children's attempts at writing verses and stories; a nature study chapter about *Adam the Gardener* (not the first Adam) from a Routledge reader; and a pleasant chat, reprinted from *The Academy and Literature*, about an old-fashioned lesson book, *The Child's Guide to Knowledge*. About four pages are devoted to book reviews.

REGARD FOR HYGIENE in all that pertains to school grows apace. An advertisement in a London educational paper announces *Examinations in Practical Hygiene for School Teachers*. The examination includes *Part I, Personal Hygiene and Physiology*; *Part II, Hygiene in Schools and Private Dwellings*; *Part III, Hygiene in Education*.

In our own country, school hygiene as a subject of systematic study is being added to some of the kindergarten training school courses, and many unhygienic practices are being corrected in school and kindergarten through the knowledge thus disseminated, as well as through that gained from

medical inspectors and school nurses where the schools have the benefit of such ministrants.

But the teacher must not only *know* health and what makes for health. According to a rule already enforced in some cities and bound to become general, she must exemplify health in her own person. She must reach a physical standard as well as a scholastic one. "Are you a good eater? a good sleeper? a good laughter? a good story-teller?" Dr. Brumbaugh, formerly of Porto Rico, proposed these as some of the questions he would like to ask of teachers applying to him for positions. They go a little beyond physical health, but, beginning with eating and sleeping, strike a note that chimes well with the call for health-

ful school conditions that is so insistent in these sensible and scientific days.

THE ANNUAL REPORT of the International Kindergarten Union appeared with unusual promptitude this year, although extra time and pains had been spent upon it in the endeavor to have it as correct as possible in every respect. A favor will be conferred on the publication committee if members of the Union will notify them of any errors, however slight, occurring in this report, in names, addresses, or other particulars. This will help toward further correctness in the next number. The chairman of the publication committee is Miss Evelyn Holmes, 96 Rutledge avenue, Charleston, S. C.

THE CONTROL OF OUR THOUGHTS.

A TALK TO THE ALUMNAE OF THE PERKINS INSTITUTION FOR THE BLIND.

BY MARY E. DEWEY, BOSTON, MASS.

A GREAT deal is said now about the power of right thinking to cure us when we are sick and to keep us well; and there is sense in this, for as we think, so partly we are, and the mind has wonderful influence over the body. You know how a piece of good news will set the blood

dancing in your veins and make you feel as if you could do everything; and then again how a thought of sorrow or fear will take the strength out of you, and leave you limp and sick. There is a divine spark in each of us, a governing power, which can make noble use of the mind, as Marshal

Turenne did, in a fine story which is told of him. Turenne was a great French general in the last century, and one day, going into battle, he felt his legs tremble. "Ah!" said he, "you shake now, but you would shake worse if you knew where I am going to carry you!" The inner man, the real Turenne, was great because he could thus greatly control the timid impulses of his animal nature, and we, each in our way, can emulate this heroic conduct. As Marshal Turenne commanded his legs to go where he thought right, so we can command our brains to move in the right way. We can cultivate and control habits of thought that will help us to lead cheerful, calm, brave, patient, healthy lives. We can turn decidedly away from mean, silly, paltry thoughts, and still more from ugly and angry ones, and from all those that our inner sense tells us are wrong, and cling to those which are noble, beautiful, and pure, which are full of courage and love and pleasant mirth, too, and kindly laughter. We can invite and welcome and nurse and entertain good thoughts till they come to be our most familiar companions and leave no room for wicked or foolish ideas to stay by us. When St. Paul was writing to his friends at Philippi, he said, among other wise things: "Finally, brethren, whatsoever things are true, whatsoever things are honest, just, pure, lovely, of good report; if there be any virtue, and if there be any praise, *think* on these things." And it was very good advice; for by keeping our minds on such high and upward thoughts, we lift ourselves

out of the reach of a great many dirty little temptations and breathe a purer and stronger air of hope and faith and love to God and man.

For example, when we feel depressed and inclined to mope, if we set our brains remembering some of the good, kind, generous, self-forgetting people we have known or heard of, and think how they would have acted and what we can do to be like them, our minds begin to clear; and then if these thoughts lead us to the least bit of a good action, our trouble is lightened and sometimes forgotten. For our Heavenly Father has so made us that we are most truly blessed in doing good to others; and it is not for our own sakes alone that we should keep our minds on bright and happy and noble things, but because in that way we make everybody around us happier.

Sometimes good thoughts come to us in unexpected ways. I remember a story of an old woman who was very uncomfortable in her temper. She was always fretting and worrying and complaining. Nothing ever went right with her, and everybody was tired of her continual crossness and grumbling.

At last, late in her life, there came a change over her, and this cross, crabbed old woman grew gentle, patient and amiable. She was so altered from her former self that one of her neighbors took courage to ask her how it was that she, who had always found life so full of prickles, now seemed to touch the smooth and pleasant side of everything. "Well," said she, "I'll tell you just how it is.

I've been all my life a-struggling and
a-striving for a contented mind, and
now I've made up my mind to sit
down contented without it."

This old woman had picked up her
treasure unawares; but the treasure,
you see, was a *thought*, which made
a new thing of her life.

MY THOUGHTS.

By C. P. CRANCH.

MANY are the thoughts that come to me
In my lonely musing;
And they drift so bright and swift,
There's no time for choosing
Which to follow; for to leave
Any, seems a losing.

When they come, they come in flocks,
As, on glancing feather,
Startled birds rise, one by one,
In autumnal weather,

Waking one another up
From the sheltering heather.

Some so merry that I laugh,
Some again are serious;
Some so dull their least approach
Is enough to weary us;
Others flit like sheeted ghosts,
Awful and mysterious.

There are thoughts that o'er me steal
Like the day when dawning;—
Great thoughts winged with melody,
Common utterance scorning,
Moving to an inward tune,
And an inward morning.

Some have dark and drooping wings,
Children all of sorrow;
Some are as gay as if to-day
Could see no cloudy morrow.
And yet, like light and shade, they each
Must from the other borrow.

One by one they spread their wings
On their destined mission;
One by one I see them fade
With no hopeless vision,
For they've led me on a step
To their home Elysian.

HE who walks through life with an even temper and a gentle
patience,—patient with himself, patient with others, patient with
difficulties and crosses,—he has an everyday greatness beyond that
which is won in battle or chanted in cathedrals.

—Dr. Orville Dewey.

ORGANIZATION AND CONDUCT OF MOTHERS' MEETINGS.*

BY ANNIE LAWS, CINCINNATI, O.

A MOTHERS' club to be a vital power in a community must lead its members to realize the tremendous significance of their work as mothers."

This is the keynote of the mothers' club, for the right development of the mother precedes and influences that of the child.

The object of the kindergarten is to prepare for the all-round development of the child, physically, mentally, morally and spiritually, and this is also the object of the training of children in the home. The value of the mothers' club comes through the contact with others and the sharing of experiences; through organized work which affords opportunity for growth; through business experience; through the cultivation of the spirit of toleration, charity, helpfulness and kindness; and through the closer relationship between the home and the kindergarten.

The ideals for growth should be kept in mind. First, to become as strong and beautiful physically as it is possible to be with the bodies given us. Second, to become sweet, truthful, modest, and, above all, large-hearted women, refined in manner but still more refined in feeling. Third, to become clear-sighted and intelligent women, with wide knowledge to use, not to exhibit. Fourth, to ac-

quire accomplishments as a means of expressing beauty in everyday life, not as a means of display. Fifth, in reaching downward to give help, to learn how to reach upward to receive it.

There are various devices for getting mothers interested in the club. These are: Social occasions with refreshments; the holidays, birthdays, etc.; the activities in which all can take part; the constructive work of various kinds. Foreigners may be interested in pictures and stories of the "old country," and can be led from them to an interest in famous and beautiful places in America, the home of their adoption. These things should be regarded, however, as only introductory to the vital aim of the club. It should never degenerate into a gossip club nor continue to be merely for entertainment or amusement, much as that may be needed in the neighborhood. Let simple amusement and entertainment of the right kind grow out of the club, but do not let the club resolve itself into that kind of organization.

The kindergartner should carefully plan all arrangements for the meeting and have the room and herself ready at the appointed time in order to give the necessary attention to the meeting and greeting. A spirit of genial, bright, cordial good fellowship should be encouraged, and emphasis be placed upon the social side during the

*Address given before the Ohio Conference of Kindergartners.

time of meeting, refreshment, and parting. Expedients introduced to do away with shyness and embarrassment should, if possible, have a beneficial object in view.

Business should be conducted in a concise, definite, practical manner, with details well planned and arranged and promptly begun and ended. Instruction should be given in simple forms of procedure and the relegation of duties to responsible heads of committees will save much time and simplify work. Due time should be given to hearing reports of work accomplished in order that committees shall feel responsible to the organization as a whole.

The following is a suggestion of the order of exercises. From 2 o'clock to 2.30, gathering and greeting; from 2.30 to 3, business, announcements; 3 to 4, the topic of the day; 4 to 4.30, refreshment and entertainment; 4.30 to 5, games, marching and closing.

The program may be made out for a year and may be either consecutive or miscellaneous. The kindergartner should study the conditions herself with the purpose of meeting them in the best way, not shifting too much of the responsibility upon others, but keeping the topic of the day in her own hands as far as possible, with occasional reinforcements from specialists. It is well to bring out as much talent as possible from within the membership, with occasional good things from able people outside.

For the consideration of mothers' clubs, the following series of topics may be suggested: A series on the general subject of *Good Citizenship*; another called *In Storyland*, in which a suggestive story is told each time and forms the basis of discussion; a series based on *The Five Senses*, treated both figuratively and literally; and a series of *Helpful Thoughts* based on a quotation for each meeting.

RECENT LITERATURE.

BOOK REVIEWS.

An Aftermath of Children's Christmas Books.

PRINCE DIMPLE AND HIS EVERYDAY DOINGS. PRINCE DIMPLE'S FURTHER DOINGS. PRINCE DIMPLE ON HIS TRAVELS. By Mrs. George A. Paull. George W. Jacobs & Co., Philadelphia. Each \$0.40 net.

The hero of the Prince Dimple books is only six months old when the record of his happy days opens, but the author has succeeded in making a set of stories that very young children enjoy listening to and that little girls just beginning to read themselves also take pleasure in. "Tales of innocence and joy" the stories might be called. They picture a whole-

some, well-ordered, joyous baby-life to perfection, and show the author's insight into the thoughts and feelings of babyhood.

NURSERY TALES. By L. L. Weedon. NURSERY RHYMES. Both illustrated by E. Stuart Hardy. E. P. Dutton & Co., New York. Each \$0.50.

The liking that children have for the diminutive will make them regard these tiny volumes with fondness at first sight. Since the contents are fairy tales and Mother Goose rhymes, the fondness will deepen on further acquaintance. The series is called *Little Books for Little People*, and the books are bound in stiff green covers with red and black decorations, and have red edges.

ÆSOP'S FABLES IN RHYME FOR CHILDREN.

By Richardson D. White and Margaret D. Longley. Decorated by Charles Livingston Bull. The Saalfeld Publishing Co., Akron, O. \$1.25.

In comparison with the especially good prose version of Æsop's Fables, of which we spoke in December, this version stands little chance of winning praise. The verse is occasionally good, often indifferent, and sometimes poor. Rhyme and rhythm, which, if used skillfully, might enhance the stories, seem here to be more of the nature of impediments coming between the fable and the child. The pictures, like the verses, vary in merit and in their power of appeal to children's understanding and taste.

THE BAD CHILD'S BOOK OF BEASTS.

Verses by H. Belloc. E. P. Dutton & Co., New York. \$0.60.

Why he calls it the bad child's book is thus explained by the author:—

"I call you bad, my little child,
Upon the title page,
Because a manner rude and wild
Is common at your age."

B. T. B., who draws the absurd pictures of the beasts and birds, has surely a facility in depicting animals with tell-tale expressions on their slightly humanized faces. Both text and pictures are clever, but the comicality of the pictures would appeal to the average child more than would the verses. If some of the humor is out of the child's range, it is, at any rate, of a sort to do him no harm; for which rare circumstance we should be grateful.

THE BOOK OF GNOMES.

By Fred E. Weatherby. Illustrated by E. Stuart Hardy. E. P. Dutton & Co., New York. \$2.00.

The gnomes, pricked on by antic elves who are pining for a revel, give a ball to which "elf and sprite and woodland wight" are all invited. Lively verses and a profusion of large pictures full of fun and action recount minutely the circumstances of preparation—sending out the invitations, cooking the feast, mowing the grassy glade, etc.,—and present the happy incidents of the merry ball, with a final picture of the gnomes soundly sleeping in Snorem Dell after their hospitable labors. Several of the pictures are colored ones on which no pains have been spared. They are full of detail such as children would enjoy.

ROGER AND ROSE, AND OTHER STORIES.

By Katharine Beebe. Illustrated by Katharine H. Greenland. The Saalfeld Publishing Co., Akron, O. \$1.00.

Children will get many suggestions for both play and work from these stories, for Roger and Rose are wide-awake, active children who do a great many worthwhile things. Besides the Roger and Rose stories, the book contains bird stories, outdoor stories and stories of our country—these little chapters being more of the nature of simple talks, however, than actual stories. The simplicity of both language and thought makes the book one that can be read with ease by Third Grade if not Second Grade children.

MOTHER BUNNY.

By Harriet A. Cheever. Illustrated by Diantha W. Horne. Dana Estes & Co., Boston. \$0.40 net.

The commendation that the most of this graphic story of rabbit life deserves must be accompanied by a warning, because of a few of its incidents. Why introduce the Munchausen-like flavor at all into a narrative that makes the truth about the wild creatures of the woods so interesting? The insertion of *My Matches and a Trap*, and one or two other unnecessary falsities, discounts the value of the rest of the book.

ALEXANDER IN THE ARK.

By Francis Russell Burrow. Illustrated by Edith Hope. J. B. Lippincott Co., Philadelphia. \$1.00.

This is an *Alice in Wonderland* sort of a book, and a pretty good specimen of the kind. Alexander's adventures take place in a magically magnified Noah's ark, where Noah's family, the animals, and their several and united "carryings on" are of an unwonted and comical nature.

CIRCUS DAY.

By George Ade. Illustrated by John T. McCutcheon. The Saalfeld Publishing Co., Akron, O. \$0.50.

Surely the boy still lives in George Ade. How else could he have given this true-to-life transcription of the small boy's absorption in the circus, his feverish anxiety for the first glimpse, his insatiate eagerness for the last performance? Boy readers will thrill sympathetically with Joe and Shaver in their blissful experiences, and will almost feel that they themselves have had an extra circus day.

DADDY JOE'S FIDDLE. By Faith Bickford. Illustrated by Edith F. Foster. Dana Estes & Co., Boston. \$0.40.

Little Chee is the child of an Indian mother and a New England father; but, orphaned, she lives with her aunt, a stern spinster who has little love for the "heathen" child. Chee cherishes her father's violin, and the way she learns to play on it and wins her aunt's pride and love is the theme of the slight story.

JEWEL STORY BOOK. By Florence A. Evans. Illustrated by W. H. Fry. The Saalfeld Publishing Co., Akron, O. \$0.60.

A fashionable mother who often went to parties left her jewel box out one evening for her little daughter to while away her lonesomeness with. The maid who was to put the box away forgot it, and the child was found by her parents on their return fast asleep but with the box still in her possession. The jewels had been telling her stories, she said; not their own histories, but all sorts of fanciful tales. There are sixteen of these tales in the little book, but none have any special value.

FAIRY LEGENDS OF THE FRENCH PROVINCES. Translated by Mrs. M. Cary. Nine illustrations by E. Boyd Smith. T. Y. Crowell & Co., New York. \$0.60.

After looking over the many books for children rashly put forth each year by people of scant preparation and endowment, it is always a satisfaction to come across those of a better sort. Among those of the better sort this year—bearing the marks of excellent translation and choice of matter—is this one containing fairy legends from the French provinces. The legends are in many respects fresh, and the particular region from which each one hails is given. They are taken from *Mélusine*, a French folklore journal, and Sébillot's *Contes des Provinces de la France*. Prof. J. F. Jameson of Chicago University stands godfather for Mrs. Cary's work as contained in this volume.

STORIES OF THE ANCIENT GREEKS. By Charles D. Shaw. Ginn & Co., Boston. \$0.60; postage \$0.10.

Mr. Shaw has prepared these "immortal fictions and deathless histories" most successfully for the readers he had in mind, i. e., children in their third school year. The necessary simplicity of language has been achieved without sacri-

ficing picturesqueness or vivacity. The book is divided into two parts, mythological stories and stories of Greek history. The latter are arranged chronologically. The pen drawings by George A. Harker are vigorous and spirited. The cover decoration suits the book well, showing a view of Athens through a Greek doorway.

THE CRIMSON FAIRY BOOK. Edited by Andrew Lang. Illustrated by H. J. Ford. Longmans, Green & Co., New York. \$1.60 net.

Some one has said that Andrew Lang must be a syndicate, his literary output is so great. As concerns the various books of fairy tales that have been launched by him, there is some truth in this. The tales themselves are gathered from the folk-lore of the world; the translating and adapting are done by Mrs. Lang chiefly, though with some aid from Miss Lang and Miss Blackley; and, as Mr. Lang tries inimitably but unavailingly in his prefaces to make people believe, he is only the chooser of the tales and the modifier and critic in their preparation for English speaking children. The full-page colored pictures by Mr. Ford, who has illustrated others of Mr. Lang's books, are of a rich, glorious type, satisfying to a child's eye and imagination, while those in black-and-white leave nothing to be desired so far as black-and-white can go. St. John Lucas has written a charming tribute to Andrew Lang and his fairy-tale books. These verses the publishers have kindly favored us with as an advertisement on the paper cover which protects the book. Leaving out other groups which enchant us, we give some of the closing couplets.

O tales of ogre, knight, and elf!
They make a rainbow on our shelf.

They are the key to wizard wiles,
The guide-books to enchanted isles.

The grammars whence we understand
The tongue that's talked in Fairyland.

The sum of our inheritance
Of all the wondrous world's romance.

And therefore let us give good heed
To thank him very much indeed.

Who left his well-loved history
To bring delight to you and me,

And scientific lore forsook
To make another fairy book.

And when we read the Red, the Blue,
The Green—small matter what's the hue
Since joy there is in black and white—
Remember him who cared to write

For little ones, tales old and sweet,
And ask the fairies (when you meet)

To always keep unharmed and well,
From ogre's maw and witch's spell,

From genie's clutch and dragon's fang—
The kind magician, Andrew Lang!

GEORGE WASHINGTON JONES; A CHRISTMAS GIFT THAT WENT BEGGING. By Ruth McEnery Stuart. With pictures by Edward Potthast. Henry Altemus Co., Philadelphia. \$1.00.

"It is sad to be little and poor and black and to have no relations." These first words of Mrs. Stuart's story give the status of her pathetic little hero before he starts out to seek the Christmas gift upon which he had set his heart. His brave preparations, his persevering search, his woeful disappointments, and the fittingly happy climax form the material out of which this humorous-pathetic story has been made.

AUNT JIMMY'S WILL. By Mabel Osgood Wright. Illustrated by Florence Scovell Shinn. The Macmillan Co., New York. \$1.50 net.

A grimly humorous old woman was Aunt Jimmy, the surprises of whose eccentric will made a great commotion among her country neighbors. She and her will, however, though pivotal for certain events of the story, are by no means its only excellent points. "Bird," the lovely, gentle, high-hearted girl of thirteen years, and "Lammy," her devoted boy friend,—a boy of unusual powers, though considered only "queer" by the good folk of Northboro',—are both lovable characters whom girls and boys will be the better for knowing. Of the other personages of the story, all of them "full of human natur'," Mrs. Lauretta Ann Lane is the most delightful. She is so whole-souled, so shrewd, so kind, and has such a flavor to her talk! You want to move to Northboro' for the sake of seeing more of her and catching more of her wise and comical remarks. If you buy this book to give away, the reviewer advises that you allow yourself time to read it before it goes to the fortunate recipient. The "flower missionary" chapter gives a touching glimpse of what the friendly bestowal of beauty and fragrance often

means, even when the flowers are given to people who would not be considered really poor.

THE CHILDREN WHO RAN AWAY. By Evelyn Sharp. Illustrations by Paul Meylan. The Macmillan Co., New York. \$1.50.

How unmistakable is the atmosphere of a book! *The Children Who Ran Away* is distinctly English from cover to cover, with English schoolboy slang as well as other hall marks. American girls of twelve or fourteen years, however, will like the book none the less because it takes them into a different life from their own. They may think Prue, the heroine, something of a goose for a girl of fourteen, in the way she jumps at wrong conclusions and acts upon them, but they will enjoy following her adventures and will be none the worse for it, Prue's mistakes being so obviously foolish and so obviously the cause of her troubles. The story ends in happiness for all concerned and some indications of improvement in Prue. The language used by the presumably refined children is entirely unsuitable and is a distinct blemish.

HALF-A-DOZEN HOUSEKEEPERS. A STORY FOR GIRLS. By Kate Douglas Wiggin. Pictures by Mills Thompson. Henry Altemus Co., Philadelphia. \$0.75.

A short merry tale of six boarding school girls who keep house for two weeks by themselves in the home of one of the girls, and have a royal good time as might be expected. Their youth and brightness vivify the quiet country neighborhood; and two spinsters, who have felt the charm of their fresh young life, determine to invite a young niece to live with them. The niece who comes is no other than *Rebecca of Sunnybrook Farm*; and so we are left, as it were, on the threshold of that popular book with the last sentence of this one.

THE WONDERFUL ELECTRIC ELEPHANT. By Frances Trego Montgomery. Illustrated by C. M. Coolidge. The Saalfield Publishing Co., Akron, O. \$1.50.

Perhaps the holiday output contains a more extravagant extravaganza than this, but we could scarcely expect to have more wonders than are served up to us in this story. Amusing though they may be for an idle hour, these highly-spiced tales are apt to injure the taste for better literature and to make real life seem tame and uninteresting.

The wonderful elephant could travel at incredible speed. Its interior was fitted up with every possible and impossible electrical contrivance and every household convenience, and contained all sorts of art treasures and thousands upon thousands of dollars in gold. In this vehicle an intrepid youth and maiden start to go around the world. They cross the Pacific under water, incidentally get married at Honolulu, kill Indians, tigers, lions, an octopus and a rhinoceros, travel through Japan, China, India, and climb the Himalayas. Having reached the highest point of the earth's surface, the electric elephant, by means of a balloon and great golden wings and tail, is transformed into a flying machine. The young manager and his wife and the kidnapped Prince and Princess of Siam, go tranquilly to their palatial bunks, while the elephant flies on. And thus the story leaves them, with just a hint that their startling aerial adventures may be related at some future time. The elephant pictures are strikingly life-like but the human figures grotesque.

WITH THE TREASURE HUNTERS. By James Otis. J. B. Lippincott Co., Philadelphia. \$1.50.

The regulation "boys' books" are nothing if not similar to each other, and it would seem as if the reader of many of them scarcely needed more than the title of a new book and a little inkling as to where the scene is laid to be able to send his imagination skimming along the familiar tracks without the aid of the printed page. The boys in *With the Treasure Hunters* are not as preternaturally wise and capable as boy heroes in such books are apt to be.

THE NEW BOY AT DALE. By Charles Edward Rich. Illustrated by Florence Scovell Shinn. Harper & Brothers, New York. \$1.25 net.

This is a dime-novel sort of a book, full of exciting trash.

ELIZABETH'S CHARM STRING. By Cora B. Forbes. Little, Brown & Co., Boston. \$1.20 net.

Elizabeth's Aunt Belle brings to her from Europe a group of exquisite gold and silver charms, each of which is symbolic and associated with some historic or romantic event in the city where it was bought. A group of girls staying at a country house hear each morning a legend about one of the charms. The illustrations are from photographs, and

the legends are such as would lead to further study of the subjects.

SIBYL; OR, OLD SCHOOL FRIENDS. By May Baldwin. With illustrations by W. Rainey. J. B. Lippincott Co., Philadelphia. \$1.50.

Three girls who had been at school together in Germany meet when some years older, and their several love affairs, particularly that of Sibyl, the American girl, and the duke, form the chief part of this story. While the book shows some streaks of ability and would not have a really bad influence, it can scarcely be recommended as wholesome reading for girls old enough to be interested in it.

THE CAPTAIN'S DAUGHTER. By Gwendolen Overton. With illustrations by Frances D. Jones. The Macmillan Co., New York. \$1.50.

Marian, the captain's daughter, is thoroughly girlish and lovable, and will engage the sympathy of all girls from fourteen to sixteen who read her story. We fancy, too, that they will learn through her bitter experience the lesson she had to learn—that a girl may be too independent and may trust too much to her own immature judgment. Marian goes deep down into the valley of humiliation but comes out to happiness again, a wiser girl, with her over self-confidence modified, and with a heart full of joy at the final righting of the troubles she had caused. Marian's home being at an army post, an interesting and, to most girls, a novel element, is added to the story.

WAYS OF THE SIX-FOOTED. By Anna Botsford Comstock. Ginn & Co., Boston. \$0.40.

Cornell University has been the instigator of much thorough-going nature study and literature, therefore the fact that the author of *Ways of the Six-footed* is a lecturer at Cornell will predispose the public in favor of her book. The ten chapters tell many fascinating facts concerning insect life, and the reader, whether young or old, will be newly impressed with the intelligence, ingenuity, perseverance, and other admirable traits displayed by the six-footed in their short lives.

INSECT FOLK. By Margaret W. Morley. Illustrated by the author. Ginn & Co., Boston. \$0.45.

How satisfactory it is to have nature study books that are wholly reliable in

every particular, and not written from incomplete or hearsay knowledge of their subject! Of this satisfactory sort is *Insect Folk*. It takes up the *Odonata*, *Ephemera*, *Plecoptera* and *Thysanura*, and discusses them in a chatty way and in language that children will read with ease, although Miss Morley does not hesitate to use long words on occasion, if they express the meaning more vividly or clearly.

The sentences are short,—an advantage for inexperienced readers; and the pictures explain the text as well as ornament the pages. A glossary, all the more serviceable for children because it is limited to a few pages, closes the volume.

THE LITTLE FORESTERS. By Clarence Hawkes. T. Y. Crowell & Co., New York. \$0.60 net.

This is a nature book, rather quiet in style, about birds, squirrels, a woodchuck, rabbit, black snake, grouse, and other animals known to a country boy on a New England farm. The fourteen full-page pictures are by Charles Copeland, the wildwood artist.

THE SPINNER FAMILY. By Alice Jean Patterson. A. C. McClurg & Co., Chicago. \$1.00 net.

Miss Patterson has gathered together, chiefly from her own observations, a simple, straightforward account of the habits and characteristics of many of our common spiders, and Bruce Horsfall has drawn pictures to accompany the author's descriptions. The book is written for children, is readable as well as instructive, and will be found complete of its kind.

BOOKS RECEIVED.

GINN AND CO., BOSTON. *The Ship of State.* By Those at the Helm. *The Modern Age.* By Philip Van Ness Myers. (Revised edition.) \$1.25. *The New First Music Reader.* By James M. McLaughlin, George A. Veasie and W. W. Gilchrist. List price \$0.30. *Stories of the Ancient Greeks.* By Charles D. Shaw. List price \$0.60.

THE MACMILLAN CO. *Aunt Jimmy's Will.* By Mabel Osgood Wright. \$1.50. *The Captain's Daughter.* By Gwendolen Overton. \$1.50.

J. B. LIPPINCOTT CO., PHILADELPHIA. *Sibyl; or, Old School Friends.* By May Baldwin. \$1.00. *A Gay Charmer.* By Laura T. Meade. \$1.00. *Alexan-*

der in the Ark. By F. Russell Burrow. *With the Treasure Hunters.* By James Otis. \$1.00.

THE SAALFIELD PUBLISHING CO., AKRON, O. *Roger and Rose.* By Katherine Beebe. \$1.00. *Circus Day.* By George Ade. \$0.50.

E. P. DUTTON AND CO., NEW YORK. *The Book of Gnomes.* By Fred E. Weatherby. Illustrated by E. Stuart Hardy. \$2.00. *The Bad Child's Book of Beasts.* By H. Belloc. Pictures by B. T. B. \$0.60. *Nursery Tales.* By L. L. Wheeldon. Illustrated by E. Stuart Hardy. \$0.50. *Nursery Rhymes.* Illustrated by E. Stuart Hardy. \$0.50.

GEORGE W. JACOBS AND CO., PHILADELPHIA. *Prince Dimple on His Travels.* *Prince Dimple and His Everyday Doings.* *Prince Dimple's Further Doings.* By Mrs. George A. Paull. Each \$0.40 net.

DANA ESTES AND CO., BOSTON. *Mother Bunny.* By Harriet A. Cheever. Illustrated by Diantha W. Horne. \$0.40 net. *Daddy Joe's Fiddle.* By Faith Bickford. Illustrated by Edith Frances Foster. \$0.40 net.

HENRY ALTEMUS COMPANY, PHILADELPHIA. *Half-a-Dozen Housekeepers.* By Kate Douglas Wiggin. Pictures by Mills Thompson. \$0.75. *George Washington Jones; A Christmas Gift that Went Begging.* By Ruth McEnery Stuart. \$1.00.

EDUCATIONAL READINGS FROM RECENT PERIODICALS.

SOME THINGS A BOY OF SEVENTEEN SHOULD HAVE HAD AN OPPORTUNITY TO READ. By H. L. Elmendorf. *American Monthly Review of Reviews.* December.

A UNIQUE MUNICIPAL CRUSADE (against Trachoma). By Frances Weston Caruth. *The North American Review.* November.

THE CHARACTER OF NEW YORK PUBLIC SCHOOLS. By Adele Marie Shaw. *The World's Work.* December.

THE ART OF REPROOF. By Mary G. Trask. *The Congregationalist.* November 28.

TEMPTATIONS TO BE GOOD. By Alice Katharine Fallows. *Children of the People.* By Jacob A. Riis. *The Century Magazine.* December.

PROGRESS OF THE MOVEMENT.

Items of news and reports of the work for the news departments are solicited from kindergartners in all parts of the country. Copy should be received before the tenth of the month to insure insertion in the next issue.

Helena, Montana.

Kindergarten's Creed.

In September, Supt. Randall J. Congdon of Helena, Montana, called together all the public and private kindergartners in the city and suggested that they form a council for mutual benefit and for the discussion of topics pertaining to their work. The suggestion was received with much favor, with the result that the Helena Kindergarten Council was formed—the first kindergarten organization in Montana and the first in the Northwest. At the October meeting, after a very bright and intelligent discussion of the aims, principles and practice of the kindergarten and its essential place as an integral part of the entire school system, Superintendent Congdon announced that he would like to have every member express, in the form of a "creed," her ideals of the kindergarten and its work. These creeds were to be submitted to Mr. Congdon, unsigned, and he, in return, was to furnish each member with copies of all the creeds; then at the November meeting they were to select by vote the one which they thought best expressed the kindergartner's belief in her work. As a result of the vote, the creed written by Mr. Congdon himself was selected.

THE KINDERGARTNER'S CREED,
Adopted by the Helena (Montana) Kindergarten Council.

"Heaven lies about us in our infancy."

"I believe in little children as the most precious gift of heaven to earth. I believe that they have immortal souls, created in the image of God, coming forth from Him and to return to Him. I believe that in every child are infinite possibilities for good or evil and that the kind of influences with which he is surrounded in early childhood largely determines whether or not the budding life shall bloom in fragrance and beauty, with the fruit thereof a noble, Godlike character.

"I believe it to be the mission of the kindergarten to—

'Step by step lift bad to good;
Without halting, without rest,
Lifting better up to best.'

"I believe in play as the child's normal effort to understand himself through free self-expression; and I believe, too, in work, but work that is joyous, and that the joy in the doing comes largely from the well-doing.

"I believe in freedom, but not in license; in prompt, cheerful obedience; in accuracy, regularity, punctuality, industry and application; that wisely directed self-activity should result in self-control, in self-forgetfulness, in an increasing desire to choose the good, true and beautiful, and to contribute to the happiness of others. I believe in cultivating the intellect and the will, but I believe, too, in soul-culture, and that out of this cultivation comes the more abundant life bringing forth the fruits of the spirit—kindness, gentleness, joy, peace, truth, faith, hope, love, reverence for God, for each other, and for all His lowly creatures.

"I believe that the white city of God, with its river of life and its tree of life, is the divine type of the kindergarten with its life-giving love, sunshine and companionship, and its symmetrical unfolding of all the beauties of child life—physical, mental, moral, spiritual.

"I believe that the work of the kindergartner is the holiest and happiest of all earth's tasks.

"To this work, Father, I believe Thou hast called me, and to it I give all that Thou hast given to me of insight, and wisdom and strength, and love and gentleness and patience and humility."

At the November meeting of the council, which had a full attendance, the papers read were *The Play Impulse*, by Miss Boten; *The Philosophy of Play and Its Significance*, by Miss Booker; and *Froebel's Mother Play*, by Mrs. H. L. Glenn.

Cincinnati, Ohio.

State Conference. There was a large enthusiastic gathering of the Ohio kindergartners at the state conference held in Cincinnati on Friday and Saturday, November 27 and 28. The meetings were most successful and satisfactory from many points of view. There were encouraging reports from the centers of kindergarten work in Ohio, showing how the kindergartens are growing in the public schools of the state and becoming more and more a vital part of the educational work.

At the opening session Friday morning, Miss Laws, president of the International Kindergarten Union, presented the subject of The Organization and Conduct of Mothers' Meetings. Miss Grace Fry of Clifton presented a paper on Rhythm in the Kindergarten.

At the Friday evening session, Dr. Edwin N. Brown, Dayton's superintendent of instruction, gave an excellent address upon Kindergarten Work in Ohio, in which he traced the growth of the movement in the state.

This was followed by an address by Dr. Jenny B. Merrill, supervisor of the public kindergartens of New York city, on The Kindergarten Movement in Greater New York, in which she gave many interesting points regarding the work of the four hundred kindergartens of that city.

The Rev. John Howard Melish concluded the evening's program with an appeal for the kindergarten as a woman's preparation for life's activities. He spoke of the world's need of trained women as teachers in the public schools, in the settlements and charitable institutions, and in the Sunday school; and also the great value of the kindergarten training in preparing women for the home and for their work as mothers.

The Saturday morning session was devoted to practical and helpful conferences. The discussion on Stories, led by Dr. Mary E. Law of Toledo, and continued by Miss Logan of the State Normal School of Oxford, brought out many points regarding the place of literature in the child's education, both in the kindergarten and the school. This discussion was followed by a conference on Handiwork for Children, opened with a talk by Miss Anna H. Littell, supervisor of Dayton's public kindergartens, stating clearly and concisely its educational value, and giving suggestions to guide

in selection and use of materials for this work.

At the close of the session, Dr. Merrill presented an outline of the syllabus work of the New York kindergartens, which was listened to with deep interest.

THE KINDERGARTEN SYLLABUS.

The following are the lines of work that should be included in the kindergarten instruction:—

In nature study, the children should be taught to observe and to care for animals and plant life, to make daily observations of natural phenomena, and be encouraged to take occasional excursions to parks and fields. They should be taught to use the brush in making illustrative drawings, to model in sand and clay in connection with plant and animal life, and to work in out-of-door gardens.

In construction, the work with the Gifts and Occupations should be creative. No Occupation work should be introduced which is injurious to the eye, such as fine perforating, fine sewing, and fine weaving.

In physical training, the play and games should be interpretative and expressive of everyday life. They should lead to a control of the muscles and to mental and social development.

In music, the children should be taught to listen appreciatively to instrumental music and to singing. In singing by the children, only such songs should be selected as unite expressive melody to appropriate words, and in which the rhythm of poetry and music coincide. The compass of songs should be within the limits of the staff. Only soft singing should be allowed at any time, and great care should be given to enunciation and expression. Singing during marching and physical exercises is not advisable.

In story-telling, the stories should be illustrated with blackboard sketches, pictures and objects. The stories should be reproduced concretely through the medium of games and adaptable material; later the stories should be reproduced orally with great freedom of expression as an introduction to language. Number, form, color and direction should be introduced incidentally.

In coördinating the kindergarten and the primary grades of school, the kindergarten exercises should be modified toward the close of the term in preparation for promotion. Periods of silent work

and a greater proportion of independent work should be provided for. The use of blocks, splints, and small sticks of different lengths will aid in primary work. The use of the sand table will aid in the illustration of stories and will prepare the way for geography. The observation and care of animals and plants, the introduction of a simple weather record, and out-of-door excursions will also serve to coördinate the kindergarten and primary grades.

In the primary grades, especially during the first months after promotion, the play spirit should pervade the work. There should be some conversational privileges and few oral reproductions of stories; marked attention should be given to constructive work along several lines of manual expression.

Prof. P. F. Reigart of department of pedagogy, University of Cincinnati, followed with a few remarks on the value of the story and handiwork of the kindergarten to the work of the school.

In the brief session that followed a preliminary organization was formed with Miss Mabel McKinney of Cleveland as presiding officer, and Miss Anna H. Littell of Dayton, secretary and treasurer.

A committee was appointed to formulate plans for a permanent state organization, and report at the meeting of the International Kindergarten Union at Rochester, N. Y., next April.

Louisville, Kentucky.

Results of the Summer Work.

The Louisville Free Kindergarten Association is now occupying the new headquarters, 925-927 Fourth avenue. The results of the summer work have been gratifying, in that the demand for graduate teachers from the association has exceeded the supply. Seldom has the demand for our kindergartners been so great as during the last few months. One graduate of last June is now on her way to Porto Rico to assist Miss Emily Beeler in the kindergartens at Ponce; another graduate is spending a year abroad studying in Germany, while still others have secured good positions in New Jersey, Ohio, Texas, Arkansas, North Carolina, Alabama, Georgia and Kentucky.

The largest summer work under the direction of the association was the Kindergarten Department of the Summer School of the South at Knoxville, Tenn. The department was in charge of Miss Finie Murfree Burton, Assistant Super-

intendent of the Louisville association, and the model kindergarten was under the direction of Mrs. Robert D. Allen, director of the free kindergarten in the City Normal School.

The importance of this work was emphasized by the presence of fifty trained kindergartners, representing many training schools, who came to avail themselves of an opportunity to study Louisville methods. At the summer school at Athens, Ga., Miss Margaret Murphy, director of the Point Kindergarten, supported by the Broadway Baptist Church, was in charge of the kindergarten department. At the Owensboro Chautauqua, the kindergarten workers were Mrs. R. D. Allen and Miss Nellie Rubel. Miss Rubel has since been called as one of the faculty of the Savannah (Ga.) Free Kindergarten Association. At the Lancaster (O.) Chautauqua, Miss Jane Akin, director of the Center and Walnut streets kindergarten, was in charge of the normal Sunday school classes and the children's club.

The policy of the association has been to offer free tuition to young women going as foreign missionaries, and two other missionaries are now to be added to the junior class, one who is to work in Japan, the other in China.

Havana, Cuba.

Extension of Kindergartens. In Havana, Cuba, nine graduates of the public kindergarten normal school were ready and eager for work at the close of the last school year. This made possible an extension of kindergarten in several cities, so that now there are two public kindergartens in Havana in addition to the practice kindergarten attached to the normal school, two at Matanzas, and one each at Guanabacoa, Cardenas, Sagua la Grande, Santa Clara and Cienfuegos. The following official list is taken from our esteemed exchange, *La Instruccion Primaria*, of which Dr. Lincoln de Zayas is editor-in-chief:—

HAVANA.

Kindergarten Director, Consuelo Seiglie.
Assistant, Maria del Monte.

Director, Maria de los Angeles Espejo.
Assistant, Maria Batlle.

GUANABACOA.

Director, Teresa Rivero.
Assistant, Carmen Huerta.

MATANZAS.

Director, Rita Maria Iribarren.

Assistant, Rita Maria Oñate.
Director, Maria Mas.
Assistant, Gloria Diaz.

CARDENAS.
Director, Jane Fitz Turner.
Assistant, Elena Larrien.

SANTA CLARA.
Director, Ethel G. Emery.
Assistant, Paulina de Béon.

CIENFUEGOS.
Director, Emily B. Campbell.
Assistant, ———

SAGUA LA GRANDE.
Director, Angela Arche.
Assistant, Luise Maria Seiglie.

KINDERGARTEN NORMAL SCHOOL.
Director, Nellie B. Wilmont.
Vice-Director, Maria Mesa de la Vega.

INSPECTOR OF KINDERGARTENS.
 Mary Keil de Greit.

Youngstown, Ohio.

Memorial Kindergarten. One of the most practical gifts that the people of the city have ever received is the handsome new building known as the Lucretia K. Baldwin Memorial Kindergarten, which has been built and was formally turned over to the Youngstown Free Kindergarten Association in November by the donor, William H. Baldwin.

The story of the building is simply told in the following inscription which graces a slab surmounting the chimney place in the assembly room: "Hoping that other children than her own may rise up and call her blessed, and in loving memory of Lucretia Kirtland-Manning-Baldwin, who died in this, the city of her birth, November 5th, 1897, aged seventy

years, this building is erected by her son, William H., and Isabel Cort Baldwin, his wife. 'All thy children shall be taught of the Lord, and great shall be the peace of thy children;' Isa. 54:13."

The building and equipment are both the best that can be secured. One of the first things to attract attention is a beautiful stained glass window—a copy of one of the famous paintings showing the Divine Master receiving children, these words appearing directly beneath: "Suffer the little children and forbid them not to come unto Me, for of such is the Kingdom of Heaven."

To the principal, Miss Mary Morgan, is due much of the credit for the practicability of the gift. For years she and her able corps of assistants have labored in behalf of the heretofore neglected little ones of the poorer quarters of the city, but their endeavors have been sadly handicapped by the want of sufficient room, as well as equipment. Now, it is confidently believed, their work will be even more wonderfully productive than ever it has been before. The location of the building at Front and Champion streets is most advantageous, in that the children most desired to be afforded its advantages can be reached and can reach it most easily. The managers of the association have added to the kindergarten property a fine big playground, the cost of which, \$10,000, they secured through their own efforts.

The kindergarten starts out under the most favorable auspices, and the hopes of the principal, teachers and managers are high for the best year's work by far that ever was done for the children of Youngstown.

EDUCATIONAL NEWS.

St. Louis has been decided upon as the place of meeting for the National Educational Association convention of 1904. The executive committee invite an expression of opinion by the members of the association as to the most acceptable dates, viz.: June 28 to July 2; July 5 to 9; or July 12 to 16.

The papers of Kobe, Japan, are extremely laudatory in their references to

Miss A. L. Howe, who leaves the principalship of the Kobe kindergarten school, which place she has held since 1888, being invited to Kobe by the ladies of the First Congregational Church after consultation with the American Board. She has trained many of the best kindergartners in Japan, translated into Japanese many of Froebel's works, supervised the Shoei Yochien training school,

and in countless ways bettered the child life of Japan.

The proceeds of the Boston fair for the Elizabeth Peabody House amounted to the goodly sum of \$2,200,—possibly a little more,—over and above all expenses. This fair, it will be remembered, was under the auspices of all the Kindergarten Alumnae Associations of Boston and vicinity, each association having a table. Copley Hall, where the fair was held, presented a scene of beauty that will long be remembered.

The kindergarten department of Ethical Culture School, New York, moves from West 54th street into its new quarters the first of January. Miss C. T. Haven will therefore be found hereafter at 63d street and Central Park West, the location of the new school palace.

The club season 1903-04 of the Chicago Kindergarten Club opened most auspiciously in the Women's Club room, on Saturday, October 10. There was a large attendance and many new members were added to the club. Prof. Henry Thurston of the Chicago Normal School gave an interesting and suggestive talk on *The Teacher's Opportunity in Relation to Civic Betterment*, showing how the child could be led to ideal citizenship through the school curriculum. The paper was listened to attentively and the discussion which followed at the next meeting, November 14, showed what vital interest Professor Thurston's paper held for each member of the club. Miss Faulkner had charge of the discussion, introducing each speaker, who dwelt on some *one* point in the paper which related to the club subject for the day. In the general discussion which followed, Miss Harrison, Mrs. Crouse, Mrs. Putnam, Miss Payne, Mrs. Page and Miss Temple took part, after which the club adjourned for the usual social hour "over the teacups."

Mme. Emilie Michaelis, formerly principal of the Froebel Educational Institute, London, Eng., and a writer on kindergarten subjects, spent last summer visiting in the north of England. She reported on her return home that it had given her much pleasure to see how devotedly and enthusiastically Froebelian work was being carried on, especially in the Bradford and Sheffield schools.

At the November meeting of the St.

Louis (Mo.) Froebel Society, held in the high school auditorium, Mrs. Everett W. Pattison gave a lecture on *If Eyes Were Made for Seeing*, illustrating it by stereopticon views of beautiful spots in and about St. Louis. Some ideal places for children's outings and playgrounds were shown, and the speaker strongly advocated interesting the children in beautifying the city for the coming fair by work in yards and gardens.

At the November meeting of the Dayton (O.) Mothers' Kindergarten Union, held at the Central District school, it was voted to adopt the name, Dayton Mothers' Educational Association, and the following officers were elected: President, Mrs. W. R. Graham; first vice-president, Mrs. F. D. Barker; second vice-president, Mrs. H. F. Thomas; corresponding secretary, Mrs. Russell Elliott; recording secretary and treasurer, Miss Anna H. Littell. Representatives from twenty-one mothers' clubs were present, and the reports given were full of helpful suggestions and showed an active and growing interest. An effort is being made to assist the Vacation School Committee in its work for the children of Dayton next summer. Miss Anna H. Littell reported the recent meeting of the Ohio Mothers' Congress at Cleveland, October 14-16. The next annual meeting is to be held at Dayton next fall, and the Dayton Mothers' Clubs are preparing to give the congress an enthusiastic welcome.

A series of three mothers' receptions was held in December at the Burritt kindergarten, Hartford, Ct. So many nationalities are represented in the kindergarten that it was thought best to have three receptions instead of one, in order to bring together the mothers of the same nationality as far as possible. At each reception an attractive program was arranged by Miss Anna D. Mead, the principal of the kindergarten, and her assistant, Miss Bertha L. Sheldon, with the assistance of Principal Pierce of the building. A short entertainment including songs by the children was given. The work of the little folks was on exhibition, and a short explanatory talk given the mothers.

The Manchester (N. H.) Kindergarten Association has asked the Manchester school board to adopt the kindergarten as a part of its public school system. This kindergarten has passed beyond the

experimental stage and proved its worth in every particular. It is well equipped and in excellent running order.

Thirty children are in attendance at the kindergarten recently opened in the Kluek building at Elwood, Ind. Misses Corrie and Carrie Mortimer of Lincoln, Ill., are in charge.

The Springfield (Mass.) Kindergarten Club held a successful chafing-dish supper at the Young Men's Christian Association building, November 21, from 6 to 7.30. The affair was attended by about eighty guests. The tables stretched the entire length of one of the large rooms, and were decorated in red. Miss Maud Burnham was chairman of the committee which arranged for the affair, and was assisted by several of the club members.

Superintendent G. A. Stuart of New Britain, Ct., is chairman of a committee of five appointed by the New England Superintendents' Association to look up statistics about the kindergartens of New England and make a report with recommendations. He is now engaged in sending out letters to gather data for the report.

A very interesting meeting of the kindergartners of Jacksonville, Fla., took place November 14 at the kindergarten of Miss Warriner in Riverside. Yearly programs were discussed, after which Miss Bailey led in a Delsarte march. The occasion proved one of great pleasure and profit. The next teachers' meeting will occur on the second Saturday in January, 1904, at Miss Jacobi's kindergarten, corner Church and Hogan streets.

Miss Olive Libby of Valparaiso, Ind., opened a kindergarten at Hobart, in November.

At South Boston, Mass., the Shurtleff kindergarten room was the center of a busy scene, November 11, when the monthly mothers' meeting occurred by invitation of Miss Florence H. Murray, principal, and Miss Katherine S. Haskell, assistant. A contributed fund had been used for the purpose of supplying raphia and reeds for basket weaving, and the mothers proved very apt pupils under the guidance of the teachers. Refreshments were served and a social hour followed.

The new West First street kindergarten at Mansfield, O., was opened in November in charge of Miss Matilda Remy and Miss Muhrin.

The committee on kindergartens of the Allegheny (Pa.) board of school controllers has recommended that next year eighteen kindergartens be opened in the city, instead of sixteen, the number open this year. The estimates gathered by the committee show that the increase in the number of kindergartens will be necessary, owing to the rapid increase in the number of pupils.

At the November meeting of the Davenport (Ia.) Kindergarten Association, Mrs. Yaggy presented an interesting paper on Play in Relation to the Kindergarten, after which there was a general informal discussion on Obedience. December 1, at the Burtis Opera House, a song recital was given by Mrs. Lilli Stibolt-Hanssen for the benefit of the kindergarten.

The Anna P. Haseltine kindergarten and free library on Wilson avenue, Youngstown, O., was opened in November, with Miss Kate Hurd in charge and Miss Walter assisting. The new building is a well planned frame structure erected on ground loaned by the Haseltine family and, of course, is specially adapted to this work. There are fifty little ones enrolled and a daily attendance of forty. Though the kindergarten is a comparatively new institution in the eastern section, it has made wonderful progress.

At the November meeting of the New Orleans (La.) Kindergarten Club, held at the Boys' High School, Prof. James H. Dillard of Tulane University delivered the first of a series of lectures on Social Problems.

The November meeting of the Norfolk (Va.) Kindergarten Association was held at the home of the secretary, Mrs. T. Brooke. Miss E. N. Starke presided, and after the usual routine business a most encouraging report of the free kindergarten at the Fourth Ward school was given by the directress, Miss Mary Toyger. Forty-five children are enrolled, and the meetings of the mothers of the children, held once in two weeks, are attended with interest and pleasure.

A public exhibition comprising the work of the thirty-six kindergartens of Syracuse, N. Y., was held at Willard School in November. Three rooms were filled with the work of the children. The exhibit was arranged by Miss Anna Flanagan, supervisor of kindergartens, assisted by the kindergartners.

Over \$100 was cleared at a four days' rummage sale held by the Muncie (Ind.) Free Kindergarten Association in November.

The thirteenth annual meeting of the New York Kindergarten Association was held at Sherry's, December 8. The president of the association, Hamilton W. Mabie, presided. Addresses were made by John H. Finley, LL. D., president of the College of the City of New York; Rev. Howard Agnew Johnson, D.D., and Miss Cynthia P. Dozier. Tea was served after the meeting.

The west side members of the Bay City (Mich.) Kindergarten Association have arrangements nearly completed for opening a free kindergarten the first week in January, under the supervision of Miss Elizabeth McCrickett.

At the twelfth annual meeting of the Louisiana State Public School Teachers' Association, held at Ruston, December 28-30, the kindergarten department was presided over by Miss Eveline A. Waldo of New Orleans. The program follows: Subject: The Many-sided Benefits to Be Traced to Kindergarten Training. (1) What Some Superintendents Say, Miss E. A. Waldo, New Orleans; (2) Its Benefit as an Influence in Life, Miss Edith Young, Franklin; (3) How It Helps the Primary Teacher, Miss E. Wood, New Orleans; (4) How It Helps the Child in Its Home Life, member of the Franklin Mothers' Club; (5) How It Helps the Child in Its School Work, by a First Grade teacher; (6) Where Children in Primary Grades Have not Had the Benefits of Kindergarten Training, What Can We Do to partially Make Up for this Loss? Miss A. Agnes Green, Bastrop; (7) What Can We as Kindergartners Do to Advance the Cause? Miss Kate Eastman, New Orleans.

The first of the series of public meetings to be held this winter by the General Committee of the Brooklyn Free Kindergarten Society, took place at the Pratt Institute Kindergarten House, December 1. The principal address was by Miss Fanniebelle Curtis, supervisor of public school kindergartens.

The annual meeting of the Pittsburgh and Allegheny (Pa.) Free Kindergarten Association, held at the Kindergarten College in Fifth avenue, Oakland, November 28, not only marked the eleventh milestone in the history of the associa-

tion, but closed a year that has been phenomenally successful. The events that have made the past twelve months notable in the life of the organization were the International Kindergarten Union meeting held in Pittsburg about the middle of last April, when the local association played the host so admirably that the members were showered with congratulations at the close of the convention by the departing delegates; the benefit performance of "Everyman," given in September, when almost \$1,500 was netted; the series of lectures by Miss Susan E. Blow; the inauguration of a plan for reaching the vast foreign population about Pittsburg by training a teacher for this particular field of action, and the establishment of an endowment fund.

The kindergarten at Warner, N. H., has eleven little ones in charge of Miss Jones.

The Louisville (Ky.) Settlement Home at 834 East Jefferson street is one of the best known of the East End kindergartens, and cares for a large class of little ones. The home has been in operation for some time, and has been productive of a vast amount of good. It is well located, and the two-story brick house in which the classes and meetings are held, is well adapted for the purpose. The kindergarten class has twenty-five children in attendance. The officers of the Louisville Settlement Home are as follows: President, Mrs. Gross Alexander; vice-president, Mrs. John Hollingsworth; treasurer, Mrs. Martha Wheat; secretary, Miss Loraine Norris; city missionary, Miss Mary Ogilvie; matron, Mrs. Anna Willis.

For some time there has been a call on the part of the mothers of Somersworth, N. H., for a kindergarten. To meet this demand Miss LeGros and Miss Ferguson opened one December 3. Twelve children were enrolled.

The free kindergarten at Port Huron, Mich., under the auspices of the King's Daughters, has been running several weeks with an average attendance of twenty-six. There are thirty-nine children enrolled. The kindergartners are Miss Lela Lawler and Miss Beamer.

Miss Clara W. Mingins has resigned her position as principal of the kindergarten training department and supervisor of kindergartens at Detroit, Mich.

Her assistant, Mrs. Perian, has also resigned. It is impossible, in their opinion, to continue to do good work under the system as at present established by the superintendent and the board of education. The school board has added to the number of pupils allotted to each kindergarten, and Miss Mingins, affirming that the essence of kindergarten teaching lies in the individual training of the child, feels that her work has been so weakened by the doubling of the number of pupils that the kindergartens have degenerated into sub-primaries.

Memorial services for the late Miss M. Evelyn Strong of Galesburg, Ill., were held November 10, preceding the regular meeting of the members of the Free Kindergarten Association. Nearly the entire membership of the association assembled in the rooms of the Free Kindergarten and listened to the program in honor of its founder. Mrs. John W. Grubb, president of the association, presided and read a brief "In Memoriam" and story of Miss Strong's life. Mrs. Mame B. Parry sang her favorite selections and several of the members spoke of her life. The paper read by Mrs. Grubb was an eloquent tribute to the life of one who had been so much to the free kindergarten. It was: "Life is not measured by the time we live, but by the fullness of our allotted hours." Resolutions were passed as follows: "*Resolved*, that we will honor her memory by faithfulness in our work here; that we will emulate her example by seeking to help others to better lives and nobler purposes. *Resolved*, that we pledge to the faculty of the Kindergarten Normal to help in every way possible that school not only to continue the work she so wisely began, but also to grow in usefulness and influence, and, further, that we ask the continued cooperation with us in this charitable work which she has left as a legacy to us." The work is to be continued under the supervision of Miss Adda Robertson, who has been with Miss Strong for the past fifteen years.

The free kindergarten, established a year ago in Waltham, Mass., bids fair to become a permanent feature of that city. The benevolent enterprise of the large-minded women of the place, who feel that nowhere can the need for a free kindergarten be greater than in a factory town or city, is responsible for the undertaking. Through their efforts, a fund has been secured, sufficient for the support of the venture for a term of three years.

The services of Mrs. Estelle Gorrie, who studied at the Pestalozzi-Froebel House in Berlin and at other kindergarten training schools in Germany, were secured as principal. The interest and support of the parents were enlisted by a series of mothers' meetings held in the kindergarten room during the winter months, and the kindergarten idea is already well grounded among the citizens, leading its promoters to hope that it may become a part of the public school system.

Dr. W. N. Hailmann, who now lives at Needham, Mass., has given up other pursuits and is devoting himself to lecturing and institute work. He has been for some weeks in New Jersey preaching the gospel of Froebel, and in March and April will be in the Middle West.

Miss Marie L. Shedlock of London will give a lecture on The Fun and Philosophy of Hans Andersen's Fairy Tales, on Tuesday, January 12, at Recital Hall, Auditorium building, Chicago, for the three training schools that cooperate for this purpose: Chicago Froebel Association, Chicago Free Kindergarten Association, and Chicago Kindergarten Institute. The outline of the lecture is as follows: Reason why Andersen should be interpreted by the dramatic artist. The negative quality of Andersen's work, the absence of cheap wit; his unflinching artistic instinct. Remarkable power of bestowing life on inanimate objects. His power of bestowing speech upon animals; comparison with Bidpai and with one of Andersen's modern followers in the "Pot and Kettle" school. The complete absence of cynicism or sarcastic criticism in all Andersen's work; the quality of the satire; his personal attitude towards criticism. Element of religious feeling mingled with superstition in Andersen's writing. The mythological stories. The character of Andersen's philosophy as found in his work; his dramatic feeling. The charm and helpfulness of his gentle humor and pure imagination. The telling of the tales. Miss Shedlock also gives an afternoon on Stories to the Kindergarten Club, January 9. This will be the last lecture in a course which has included two by Prof. Earl Barnes and five by Miss Maud Summers on Primary Methods, based on kindergarten principles of education.

The New Haven (Ct.) Kindergarten Association held its monthly meeting Wednesday, December 2, at which Miss

M. M. Glidden of Pratt Institute gave a very interesting talk on the Gifts of the Kindergarten. She also outlined briefly the work of the kindergartens in Germany.

A. W. Mumford of Chicago has sold his magazine, *The Child Garden*, to the publisher of *Little Folks*, S. E. Cassino, Salem, Mass. The two will be combined and appear under the name of *Little Folks*.

Miss Emma Sutcliffe has opened a kindergarten at Darien, Ct.

Helena, Montana, has a kindergarten in connection with every primary school building, with bright, well-trained teachers in charge, receiving salaries of \$80 or \$85 per month. The rooms, equipment and supplies are modern in every sense, and the most progressive work is being done. The work has a strong support among the people, and the last two things they would be willing to lose from the school system are the kindergarten and manual training. On the recommendation of Supt. Randall J. Congdon, two new kindergartens were opened last September, and the age of admission was lowered from five and a half to five years.

Nearly one hundred guests assembled in the parlors of the Pollock Institute, Washington, D. C., October 30, to celebrate the birthday anniversary of the late Mrs. Louise Pollock. The parlors were beautifully decorated with autumn branches, chrysanthemums, and grasses. Mrs. Belva Lockwood read a poem, adapted from Charles Coleman Stoddard, which paid a beautiful tribute to the pure life and good work of Mrs. Pollock. A prelude in C minor by Rachmanenoff was finely rendered by Mr. Edwin Hughes, and vocal solos by Miss Inez French and Mr. Dunning of Paterson, N. J., were enjoyed. A "story in paper cutting," appropriate to the Thanksgiving season, participated in by all, caused much merriment. Miss Minnie Dougherty of Baltimore gave Froebel's Song of Taste at the request of the mothers present. At the close of the exercises dainty refreshments were served.

Dr. Nathan Oppenheim gave a lecture upon The Diseases of Children to the teachers of the New York Kindergarten Association in October.

The Commissioner of Education sends, on request, to every public school teacher

on the island a Spanish translation of Booker T. Washington's autobiography, *Up from Slavery*, to be circulated among the pupils and in the community. This is done because the secret of educational and industrial success in Porto Rico is thought to be found within this book.

The Individual Child and His Education is the title of a new quarterly edited by Dr. Frank E. Spaulding, school superintendent, Passaic, N. J., and published by the F. A. Owen Publishing Co., Dansville, N. Y. The work being done in Dr. Spaulding's schools has attracted wide attention, and this magazine, of which he is the editor and his school teachers the contributors, will enable many who cannot visit the Passaic schools to get some idea of the methods and ideals that prevail there. The price of the quarterly is twenty-five cents a copy, eighty cents a year.

Miss Brock, late of the Maria Grey Training College, London, Eng., has been appointed inspector of schools in the Bombay Presidency, India, where it is hoped that she will ultimately found a kindergarten training college.

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In view of the large number of applications for reprints of the papers of certain departments of the National Educational Association, it has been decided to print five hundred "separates" of each of the following named departments, which will be bound separately with cover, title page and index, and sent by mail, while the supply lasts, at the nominal prices indicated: The General Sessions, 15 cents per copy; The National Council, 10 cents; The Department of Kindergarten Education, 10 cents; The Department of Elementary Education (not including joint sessions), 5 cents; The Department of Secondary Education, 10 cents; The Department of Higher Education, 10 cents; The Department of Normal Schools, 10 cents; The Department of Manual Training (including joint sessions of elementary, art, and Indian departments), 10 cents; The Department of Art Education (not including joint sessions), 5 cents; The Department of Child Study, 10 cents; The Department of Physical Training, 10 cents; The Department of Science Instruction, 10 cents; The Department of Special Education, 10 cents. A reasonable discount will be given on orders for ten or more copies to one address. The complete volume will be sent express prepaid to any address for \$2.00.

The kindergartens of Geneva, N. Y., are in a flourishing condition. The kindergarten at High street with Miss Adelaide Palmer as principal, has over fifty

enrolled with an average attendance of forty. At Lewis street, Miss Emeline Smith and Miss Bellanger, principals, there have been eighty-five enrolled with an average attendance of sixty. At Courtland street, Miss Mary C. Richards, principal, there have been fifty-eight enrolled, with an average attendance of forty-five. At Prospect street, Miss Belle Spraggon, principal, thirty enrolled, average attendance, twenty to twenty-five. Each kindergarten is provided with large sunny rooms, pianos, and all necessary materials. The teachers meet once a month for the discussion of kindergarten methods. The superintendent, Mr. Truesdale, joins with them and is deeply interested and sympathetic. He has made the remark that the whole school has been benefited by the "Froebelian spirit" emanating from the kindergartens. Mothers' meetings have been held and the mothers have been truly responsive, entering into the games and marches with the zest and spirit of childhood.

The free kindergarten at St. John, N. B., was opened December 7 in the basement of St. Mary's schoolroom, Waterloo street, with twenty-one children in charge of Miss Burditt, assisted by Miss Della Vanwart.

The annual fair for the benefit of the Free Kindergarten at Industrial School Hall, Elmira, N. Y., was held December 9 and 10.

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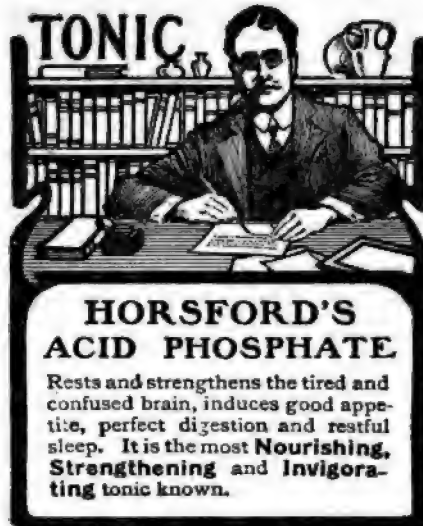
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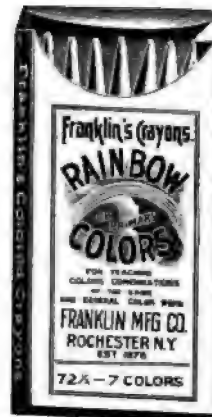
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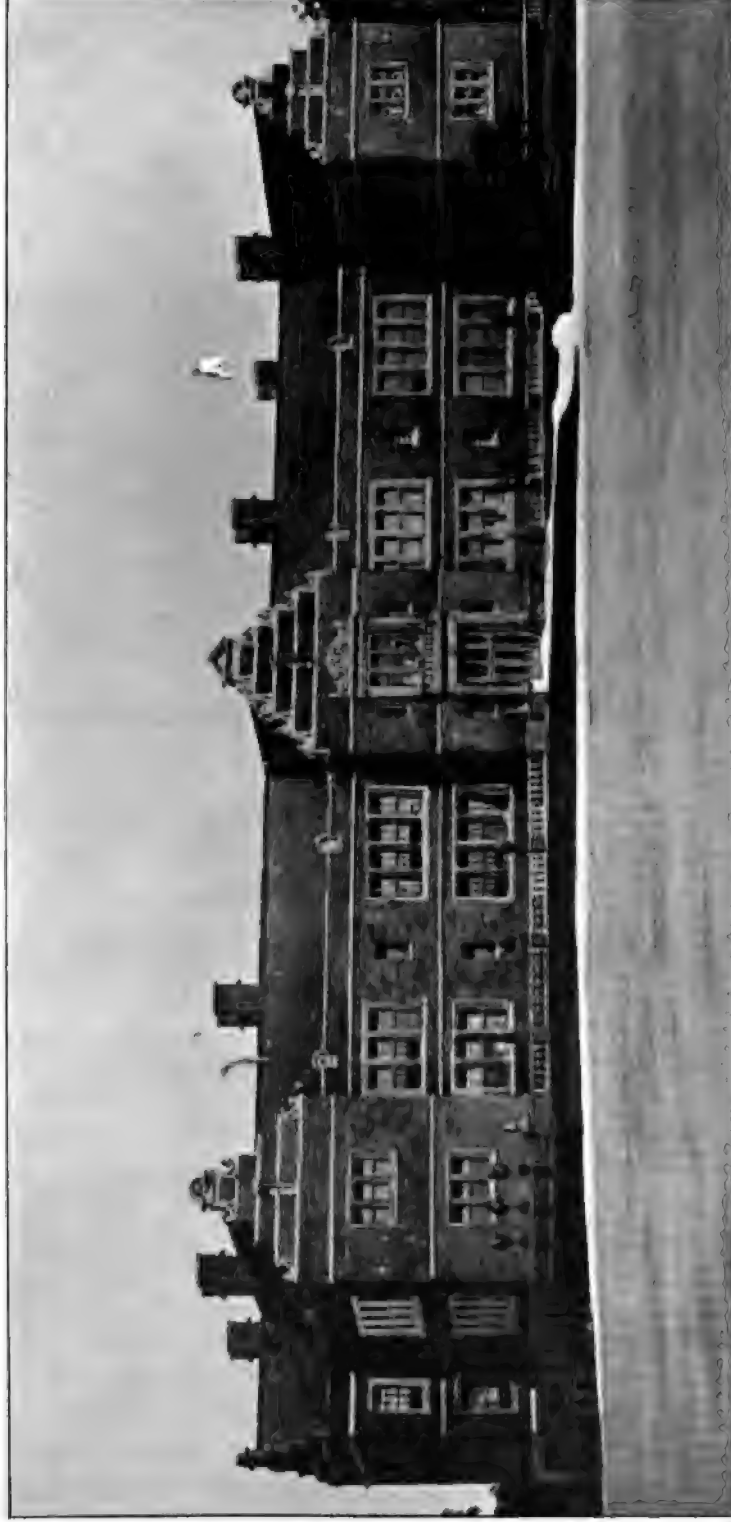
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KINDERGARTEN REVIEW

VOL. XIV. SPRINGFIELD, MASS., FEBRUARY, 1904.

No. 6.

THE KINDERGARTEN AS A PART OF THE PUBLIC SCHOOL SYSTEM.

BY H. C. MORRISON, SUPERINTENDENT OF PUBLIC SCHOOLS, PORTSMOUTH, N. H.

THE incorporation of the kindergarten in the city public school system, which has already been somewhat widely effected, is typical of the manner in which the American system of education has grown up and seems destined still to develop. Our present plan of education is the outgrowth of a process of evolution in which elements varying greatly among themselves in purpose, method, means of support, and in many other ways, have gradually been adjusting themselves each to the other in the direction of a complete system, properly national in its scope.

The college was in its inception designed chiefly for the education of young men destined for the ministry, and, though that particular purpose has long been forgotten, it is only within recent years that it has come

to be felt that college training is as essential to fullness of service in all the walks of life as in the learned professions. Only a few years since, the idea of sending to college a boy who looked forward to a business career was almost universally scouted as unpractical, one which only the wealthy could afford to cherish, and that as a luxury.

The public elementary school, the "common school" of popular parlance, on the other hand, was in its inception, as it has been in its later history, inclusive in its purpose, whereas the college was selective. The common school has always rested its excuse for being upon the belief that, while an illiterate people can be governed, only a people universally schooled in the elements of learning can govern themselves. The public

high school, though it has finally been everywhere accepted as a part of the public school system, has not had historically a basis in a definitely felt purpose such as has characterized both common school and college. It is rather a compromise between the college preparatory school and the so-called people's college, an institution intended to bring higher education into direct relationship to the common school. Its statutory recognition has almost always been based on the notion of a public beneficence, which would give every child who would accept it a fair start in life. Comparatively recent legislation in some of the states has made it compulsory upon municipalities to maintain high schools capable of preparing for college, and coincidentally there has come a notable broadening of the opportunities for entrance to college in the shape of modified entrance requirements.

Thus recent developments point to a popular recognition of both the essential oneness of the whole course of education and the national interest that the way upward should be educationally clear for all capable boys and girls. And so the kindergarten, in so far as it is to become an integral part of the scheme of public education, must, it would seem, show that its course of training possesses elements which make it a desirable preliminary to the processes already existing. Wherever and whenever it does become such an integral part, it is reasonable to suppose that its original general methods will undergo some modifications in the course of

adjustment and in turn commit some leavening to the upper processes themselves.

Probably the most obvious advantage in maintaining a kindergarten as an accepted preliminary to the primary school is to be seen in the connecting link thus furnished between the earlier home life of the child and his more distinct after school life.

However necessary at bottom any sharply drawn line between the home life and the school life of the child may be, it still remains true that in passing from the free, strongly affectional life of the home to the restrained and comparatively impersonal relations of the primary school, the child undergoes an abrupt change in all his established adjustments which can be of little good to him and which may work much harm at home. He usually has had a wide opportunity for free play and unrestrained, oftentimes largely undirected, development; he has become habituated to a *régime* in which the environing life is ordered with reference to his individual good and his comfort, and is strongly colored by the affection in which he is held. Especially in these days of small families he has usually become very much of an egoist; he has hardly learned that there is such a thing as subordinating himself to the concerns of a group of others like himself.

On entering a primary school he is suddenly dropped into the restraint of a school seat and desk for from three to five hours a day in a group of twenty, thirty, even fifty others

like himself. However well fitted for her calling his teacher may be, she is compelled to be chiefly interested in enforcing such arbitrary good order as is necessary to the main point in view, namely, instruction in reading and other primary work. The change for the little fellow of five or six is cruelly abrupt, and it is no wonder that such a primary room is often the scene of wailing and lamentation for the first week or two of the fall term. The important point, I suppose, is that, when the little homesick ones have forgotten their troubles, they may well have done so at the cost of the beginnings of a wrong attitude toward school, their school fellows and teachers, and the beginnings laid down of a contentious, selfish outlook upon life.

Suppose the other side of the picture shows a kindergarten circle in which the children have begun, say two years earlier. There the situation is more like that of a well ordered large family of children. Conventional good order is still one of the main ends in view, but rather as an end to be attained through gradual development than as an initial requirement. The principle is recognized that obedience and social order are things profoundly important, but that to be lasting they must be taught rather than exacted. The attitude of a child toward these things at first may well be that of the little fellow who, upon being censured for frequent departures from the truth, pathetically inquired, "What is truf?"

Again, in the case of our kindergarten, if the authorities have found

it worth while and possible to have a kindergarten, the chances are good that they have been able to provide twice as many teachers as they would have given a primary school of the same number of children. Curiously enough, parents who have three or four children of their own to manage are better able to see the need of plenty of teachers for the kindergarten, the likeness of which to home conditions they perceive, although doubtful of the necessity of an equivalent number for the primary school. That means that the kindergartner has better opportunity to search out and know every child, and, knowing him, to help him to understand his changing relation to the world of children and grown people in which he lives, rather than compel him to find out as best he may.

Finally, the kindergartner, if she is a good kindergartner, "lives with her children" first and leaves kindergarten work to the plane of matters of secondary consideration. She has not that insistent requirement of instruction which, as schools exist, must be an ever present dominant interest of the primary teacher.

In short, the transition from home to school through the kindergarten, if conditions are right, becomes an easy, a natural development, rather than an abrupt, forced change. It means a right beginning to the process of socialization, starting the child right in his feelings toward teachers and fellow pupils and leaving this thing less to chance.

A somewhat special set of problems

confronts us at different stages in the schooling of the children of the streets,—the waifs at four or five and the truants and juvenile criminals later on. In the case of these children, the kindergarten means the nearest equivalent of home education which comes within their experience. It is a pity that they cannot continue to receive kindergarten treatment for several years instead of one or two. Many a recruit to the dependent and delinquent classes later on would be saved if they could have such treatment. But much is gained by starting them right, by furnishing this base line—poor equivalent for a real home as it may be—of an experience where there is light and warmth and cleanliness and humanity. To such children as these the public school kindergarten must stand mainly as a revelation of the above named blessings rather than as the adapting process which it is to the child of respectable and competent homes.

It is difficult to fasten upon results in education which can be unmistakably assigned to this cause or that one. The child subject of observation is too variable and there are too many unaccountable factors in child nature. Evidence, however, may be accepted for what it is worth. I have had occasion of late to note that in the cases of the majority of young boys who show tendencies toward undesirable prominence in police circles, the verdict nearly always is: "A good boy in school." That may or may not have a direct or indirect connection with an early kindergarten experience, or with the influence of

the kindergarten upon the child group to which the boys belong, but it does witness to the things for which the kindergarten stands. More tangibly, we do know that, whereas the children of incompetent homes formerly came to the primary schools in all stages of bodily uncleanness and neglect, they are now sought out, and, for at least those early months that they are under kindergarten care, they become transformed to cleanliness both of body and raiment. The tendency is to continue so.

The kindergarten as a part of the school system has at least two important advantages to the administration of the public school interests.

A well ordered kindergarten makes possible an easier and more natural solution of the profoundly important problem of the relation of home and school. I suppose that most superintendents soon come to feel that this represents to them one of their most elusive general problems of administration. There is doubtless no really sufficient reason why parents should not visit school more than they do, but the fact is that they visit less and less as a child goes on through the grades. Perhaps tradition is against it, as well as lack of interest or inconvenience. Certain it is that in many cases where parents would naturally fall into the habit of visiting and keeping in touch with school and teacher, they do not because of a sort of traditional awkwardness and diffidence they feel about doing so. On the other side, the more important side, the grade teacher seldom visits

the homes of her pupils except those with which she already has social relations. She has little time for systematic visiting, and tradition says that this is no part of the duty for which she is paid, anyway.

With the kindergarten at the beginning of things, the initial understanding between home and school is more easily established.

First on the part of the parent. A mother brings her child to the kindergarten on the first day of the fall term. She finds there several others like herself, all of them conscious that what they see about them is not altogether unlike the home life. Subsequent experience shows that she comes again and comes often. I have known a single kindergarten to show as large a visiting list for a school year as all the other schools of the district put together. It is reasonable to expect that a habit of this sort once established will tend to continue into subsequent years of the child's school life. At all events, it establishes at least one line of understanding between the public schools and the homes of the city.

On the other hand, an important part of a kindergartner's training inclines her to reach out into the community through her systematic calling. Especially in the case of the poorer homes, which are apt to send the majority of children, this means not only a better understanding of the child's environment, but, considered from the standpoint of the system as a whole and its administration, it means that a class of people who are predisposed to look upon

the schools only as a part of that impersonal thing known as "the city," are being led to realize the public schools as something belonging to them and something in which they have an important interest,—another of the many causes which lead the people to cry "hands off" when the grafter turns a greedy eye upon the rich opportunity for political spoils which the schools may be made to afford.

The second administrative advantage of the kindergarten which I have in mind is the opportunity it offers to hold back the children of a community to a time when they are more nearly at the point of maturity, before which the work of the primary school should not be commenced. There is substantial agreement among students of psychology on the one hand and experienced teachers on the other, that reading, number work, and kindred studies should not begin before the seventh or eighth year. Science predicts and experience confirms the principle that the growing neuro-physical organism does not before that time reach a stage at which work of a technical character can be taken up with the highest profit.

It is hard to make parents understand the wisdom of postponing the beginning of school life after the child is about five years old. The well-to-do parent has a tendency to add twelve or thirteen years to the present age of his child, and, when the sum reaches eighteen or thereabout, he begins to feel that the boy won't get through school in time to

earn his own living. He loses sight of the fact that a year lost at five or six may well be two years saved later. In the poorer families the schools are probably, in most cases, conceived of in part as day nurseries,—a safe place for the little one to be kept out of the way of household work. The law commonly makes five years the lower limit of the legally recognized school age; were it not for that fact, school boards would seldom be able to withstand the pressure which calls for the admission of children as early as the parent is willing to allow them away from home, and no doubt the primary school age might well fall even below the five-year point.

When there is a kindergarten of two years preceding the primary school, the first class of parents is in most cases entirely willing that children should begin there, "Because," as it is sometimes put, "I think they learn quite a lot in the kindergarten." The second class is content anyway, so that the child is out of the way. Accordingly, it becomes a comparatively simple matter to raise the age of admission to the primary school to at least six years, and even one year saved to the normal development of a whole community of children is well worth the while. Further, as I shall attempt to point out, the games, lessons, and occupations of the kindergarten, which are on the one hand more suited to the age of the children than primary work would be, are on the other hand a distinctly valuable preparation, or rather foundation, for the latter kind of schooling.

The Law of Apperception has come to be generally accepted as perhaps the most fundamental principle of instruction, but we too often neglect to provide year by year apperceptive bases for work which must come later. The practical application of the law is negatived, if, for the study of any year, there is little or no basis in the child's experience, or, what amounts to the same thing, if the child's natural experience has not been developed to the point at which it is within easy apperceptive connection with the work in hand. Really apperceptive teaching of upper grade history, for instance,—and any other teaching or learning is not teaching or learning at all,—is well nigh impossible for lack of adequate basis.

The primary work of the accepted public school course of education is not absolutely unrelated to the child's previous experience. The child already has an effective command of the use of language, in so far as that use is limited to oral expression, and he is probably seldom without some rudimentary number concepts. But training in reading, in written language, and in number, is essentially training in the use of symbols, and that calls for a larger and broader preliminary education than the primary school has time for or the average home capacity. The economy of schooling in the vast majority of systems makes it necessary for the primary school to take the child as it finds him and proceed as soon as possible to primary work. The time factor is not ample enough to allow

a very necessary development. Two years, or even one year, in the kindergarten will make most valuable contributions along this line.

First, the constant discussion between kindergartner and child, of stories, games, Occupations and Gifts, is broadening and advancing the child's intellectual grasp upon the common things about him and his power of interpreting them. Much of this discussion involves the elementary use of symbols, as, for instance, when the child learns to refer to a cube as a cube instead of as a thing; and of course his normal conceptual thinking is deepened. Further, in the stories the child comes into possession of material which has been the literature of the childhood of the race and which is the best basis for his own later capacity for literary appreciation. All this means that, when the pupil comes to the written language of the primary school, the unfamiliarity of the latter is minimized. A more complete apperceptual chain between reading and his total experience is established.

Secondly, while no formal number work is commonly attempted in the kindergarten, the child is constantly gaining a familiarity with numerical relations, and that, if the work is not unduly pushed, in close relation with his existing experience.

Third, general intellectual awakening. It is probable that the city child of the present day has nothing like the acquaintanceship with the common things of life, nothing like the stock of common sense knowledge, which is the lot of the country child

or even the city child of a generation ago. Childhood experience in the city is more likely to have been an indoors experience rather than one of the yard and the field. That means a comparative poverty of the stock of common ideas which goes to make up the basis of differentiation and development, and the tendency is for the child to appear comparatively dull. The kindergarten can be made a great help toward supplying this lack in the city child; for usefulness in this direction it is a pity that the kindergarten cannot more often have the run of an ample school yard and garden. Its games, free play, and especially its occupations and nature work are rich in material for the widening of child experience and the quickening of mental growth.

In dealing with the subject assigned to me I have endeavored to keep in view only the kindergarten as a working part of the school system. The kindergarten as a plan of education, considered as apart from any relations to other schools or grades, is a different matter, the literature of which is of course extensive.

What was said in the beginning perhaps needs to be repeated, that the American system of public schooling is still in a state of evolution. Society and social adjustments are themselves constantly changing, and it is profoundly important that the plan of schooling designed to train the rising generation to take its place in society should be a readily adaptable one. To that end it is well that new conceptions sane enough and strong

enough in themselves to penetrate the warp and woof of the system should be welcome. The educational thought, of which the kindergarten is an expression, has already shown itself capable of effecting great changes in the management, if not the method, of the long established primary and upper school.

It would be unfortunate if the kindergarten itself should not be found readily adjustable to the conditions which are common to the whole course of education. The system as a whole has undoubtedly suffered, in point of efficiency, from a difficulty in adjust-

ing the elementary and high schools and the college to each other. Wherever kindergarten work is inaugurated as a part of the public school system, it ought to be with the consistent expectation that it may, and probably will, change from year to year in the process of inter-adjustment. It ought not to be placed among the schools and fail to be of them.

Great good may come and probably will come whenever the schools are set to work out the ideal of a unitary course, one in aim from kindergarten to college.

GIVE me a heart that beats
In all its pulses with the common heart
Of human kind, which the same things make glad,
The same make sorry. Give me grace enough
Even in their first beginnings to detect
The endeavors which the proud heart still is making
To cut itself from off the common root,
To set itself upon a private base,
To have wherein to glory of its own,
Beside the common glory of the kind!
Each such attempt in all its hateful pride
And meanness, give me to detect and loathe—
A man, and claiming fellowship with men!

—Trench.

"UNCLE PESTALOZZI."—REMINISCENCES OF M. VILLIEMINS, ONE OF PESTALOZZI'S PUPILS.

BY FREDERIC M. NOA, BOSTON, MASS.

The following personal reminiscences of a former pupil of the celebrated Swiss educator, Pestalozzi, are condensed from a recent article in the *Boletín de las Escuelas Primarias*, an educational journal of Costa Rica, Central America.

Some thirty years ago there was published in Lausanne, Switzerland, a little book which never came into prominence in any bookstore or public library and which has been overlooked until the present time by the great majority of those interested in pedagogical bibliography, even those especially interested in everything relating to the name of Pestalozzi.

The author, Mr. Villiemins, had the little book printed solely for the use of his family and friends, among whom he wished to perpetuate so charming a memory of his youth, and also to stimulate interest in the educational system of his illustrious teacher and master,—a system which since then has been more widely disseminated and generalized than was ever dreamed of by Mr. Villiemins.

The author describes his admittance into Pestalozzi's school, and gives his reminiscences of the time spent by the side of the master:—

I was admitted, at the age of eight, into the Pestalozzi Institute. To picture Pestalozzi, imagine a very ugly man with bristly hair, a face much pitted by smallpox and in addition full of freckles, a beard short and stiff like a brush, and always in dis-

order; a man who went about without a necktie, with short, ill-fitting trousers falling over socks which, in their turn, were lost in big boots; a man with a brusque gait, eyes that now dilated with fire and now were closed in sign of deep contemplation; features that sometimes expressed profound sadness, at other times gentle happiness; speech slow or precipitate, tender and melodious or like a rushing hurricane;—such was he whom we used to call "Uncle Pestalozzi."

Notwithstanding his appearance as thus depicted, we all loved him, because he loved each one of us. We loved him with so deep a devotion that if deprived of his presence we felt depressed and sad, and when he would again show himself we could not keep our eyes off of his person.

We knew that at the time of the Swiss revolution, which made so many children poor and orphans, Uncle Pestalozzi had gathered around him a great number of those abandoned children. We knew that he had completely consecrated himself to them, and that he was the friend of all little folk.

My fellow townsmen of Yverdon, the city where I was born, had gen-

erously placed at his disposal the ancient castle of Yverdun, built by Charlemagne, the large rooms of which, overlooking vast courtyards, were excellently adapted both for the games and studies of the large school family.

From two hundred to two hundred and fifty young people of all nationalities were assembled within those walls where we received instruction or gave ourselves up to joyous games and pastimes. In winter the snow in the courtyard served us for constructing ramparts and fortifications, which some of us assaulted heroically and others defended with obstinate ardor. There was scarcely ever any sickness among us.

Every morning we would go in file to receive a dash of cold water upon our heads. Hats were never worn; but one day when the wind was driving everybody indoors and was whistling in through cracks and crevices, my father, out of pure pity, put a hat on my head. Poor hat! Scarcely did my schoolmates become aware of the unheard-of privilege that I was enjoying than they shouted in chorus: "A hat! a hat!" An agile hand struck it off my head; a hundred others made it fly through the air, first in the yard, then in the corridors, up the stairs, into the granary and attic, until it received its *coup de grâce*, falling through a porthole into the river that bathed the walls of the castle.

Most of our teachers were still young men, orphans of the revolution who had grown up under the care of Pestalozzi, who had been their

foster father as he was ours; but we had also some lettered and wise men who had hastened to devote themselves to the philanthropic undertaking.

Instruction was directed to our understanding rather than to our memory, and its aim was the harmonious culture of the God-given powers of each child. "Bend your efforts," Pestalozzi constantly told his assistants, "toward developing the child; but do not train him as a dog is trained, and as, too frequently, children in our schools are trained."

Especial stress was laid upon number, form, and language. We learned to observe well and thus to form for ourselves a precise idea of the proportions of things. As soon as we understood a subject well, we had no difficulty in expressing our ideas about it clearly.

The first rudiments of geography were taught to us objectively. We began by walking toward a narrow valley near Yverdun, through which the river Buron flows. We were made to examine it as a whole and in detail until we obtained an exact and complete conception of it. Then each one of us was instructed to provide himself with a lump of the clay which lay in strata on one of the banks of the river, and to wrap it in pieces of paper we had brought for that purpose. On our return to the castle, we were seated around long tables where each pupil was to model with his wet clay the valley he had just studied.

Day after day there were new walks, new explorations. Each succeeding time these were made from a

higher point and a greater extension was given to our topographical work. Thus we kept on until we had finished the study of the valley of Yverdun and until, from the summit of Montela, a mountain commanding the region, we had viewed the valley as a whole and had concluded our topographical outline. After that we studied the geographical map, readily grasping its significance and detail.

Geometry was taught only by indicating to us the object we were to attain and setting us in the way of attaining it.

The same process was applied to arithmetic. Our reckoning was made mentally and aloud, without the aid of paper or slate. Some of us had acquired in these exercises a surprising facility and, as charlatanism is mixed up with everything, these were the only pupils exhibited to the numerous strangers whom the name of Pestalozzi brought daily to Yverdun. We were told again and again that a great work was being accomplished in our institute, that the entire world centered its glances upon us, and we readily believed it all.

What in especial was known as "Pestalozzi's method," was in truth an enigma to us as well as to our instructors. Like the disciples of Socrates, each one interpreted in his own manner the doctrine of the master; but we were still far removed from the time when differences of opinion among the teachers engendered discord. Our principal teachers, after having each one professed that he alone understood Pestalozzi, finally

claimed that Pestalozzi had neither understood himself nor been understood by anybody.

At the time when I first began studying in the institute, it was inhabited by a band of healthy and vigorous young people, and the conditions which were later to cause its ruin had not yet developed. Faith in Pestalozzi still kept that vast family united, although it was already known that the master was a better philosopher than administrator. In his ingenuousness he knew not what it was to distrust; he did not believe in malice, and, easily deceived, was sooner or later to fall into one deception after another; but at the period I speak of, he still held sway over hearts and wills. A characteristic anecdote will give an idea of the spirit that at first reigned in the establishment.

The pedagogues who taught under Pestalozzi and who later filled the world with their polemics, never received any remuneration in money. Everything necessary for their daily existence was provided for them. The box in which the tuition fees were deposited was placed in the room of the "father of the family," and each one of the teachers had a key at his disposal. When a teacher needed a great coat, boots, socks, etc., he took out enough money for his necessities. And thus for more than a year matters went on without any grave dissensions disturbing the peace of the retreat. Conditions were like those in the primitive church.

In those early days we pupils also endeavored to analyze the aims of

Pestalozzi, to penetrate his ideas and even to imitate him. One day I had an opportunity to test in the great school an idea which may have been a reflection of one of the master's ideas. I succeeded in having it accepted by thirty boys, and we set to work at once. We held regular classes and applied the method after our own fashion, continuing the experiment for a number of weeks. Pestalozzi was not ignorant of these manoeuvres but had given orders not to have us disturbed, in order to test our perseverance and capacity.

Finally the moment came when the master presented himself. He watched for a time our infantile proceedings, and then, taking me by the arm and burying his strong hand in my hair,—his way of manifesting his friendship,—he said to me, continuing his rough caressing as he spoke: "Very good, my little fellow! You will be a teacher, I assure you. You will be a good apostle."

But in spite of the loud hand-clapping of my schoolmates, the prophecy of Pestalozzi has not been fulfilled.

TO A MOTHERLESS CHILD.

BY IRENA HURD INGHAM, LEE, MASS.

POOR little starving soul! smother thy hand in mine.

No children call me theirs; yet mother love

Was torn from my heart once as now from thine.

Creep close into my arms, my mourning dove!

How warm thy nestling head against my hungry heart!

Thine angel-mother smiles upon her boy.

Of one who gives I thus shall learn the part,

And drink with thee from wells of mutual joy.

SIMPLE COMMENTARIES ON FROEBEL'S MOTHER PLAY.

III.—THE PLAY OF THE CARPENTER.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO.

The mother now, by love made wise,
Teaches her child his home to prize;
Through play she strives to represent
The skill and labor that is spent
To build the house where, safe and well,
The happy family may dwell.

THERE are many simple devices, O thoughtful mother, by which you can help your child to imitate in play the activities of the carpenter, which so attract him. Catching his two hands in your own, you can move his arms back and forth in imitation of the woodman's or carpenter's saw. His own little arm with tiny fist doubled up at the end will make a fine hammer; and when, accompanied by merry song, you have sawed and hammered and hammered and sawed to his heart's content, his arms may be raised above his head, with the fingers of both hands touching at the tips, to show the high roof of the house which the carpenter has built.

The picture which accompanies the play of *The Carpenter* in Froebel's *Mother Play Book*, will greatly aid you as you tell your child the story of the building of a house. In this picture you may point out the wood-

man, who, braving wind and weather and the dangers of stream and forest, cut down the great trees which were then taken to buzzing mills and sawed into lumber for the house. There, too, you may show the child the busy carpenters preparing the lumber for their work; and you will doubtless tell him how carefully they measure and saw and plane each piece that the house may be strong and beautiful. Another portion of the picture shows carpenters at work upon the house. With skilled eye and hand they fit together the many pieces of lumber which they have prepared. "See," you will say, "all the long pieces and the short pieces are needed; and every nail from foundation to roof is useful in its own place."

To all that you say the child will be an eager listener, for he himself is instinctively a builder of houses. He seizes upon all available material

to gratify this instinct. He builds houses of sticks, of stones, of bricks, of blocks; and he is as happy as a king if he is allowed to have the odds and ends left unused by the real carpenter in his work. Ah! could we read the signs of childish play aright, we should doubtless find that already all the great truths of life stir in the child's soul. And if these feelings, which the child himself cannot understand or express save through play, were rightly nurtured and trained, childhood would be happier, youth wiser, and the whole world better.

Would it not seem, O earnest mother, that your little builder unconsciously realizes the beautiful significance of home when he so persistently builds in his play the house which shelters home life? Foster this feeling, I pray you, for from it spring the noblest sentiments of man. Is not patriotism but a broader meaning of love of home? Is not the spirit of Christianity the spirit of family life carried into all the world?

Ah! mother, this little child of yours will gain his first definite ideas of the value and significance of home from his own home. Do not, then, in your task of character building, forget the importance of right environment. A happy, well ordered, comfortable home will largely influence the child who plays in its atmosphere. Its cleanliness will help him to be neat; its order will help him to be orderly; and the spirit that pervades it will be his spirit. The carpenter builds the house; but it is the family who make the home. Even the little child will begin to under-

stand this when you say to him, as you look at the picture or play with him the game of the carpenter: "And now the house is finished and the family can move in. There is room for everybody; and when father has unpacked the furniture, and mother and the children have put everything in the right place, what a happy home it will be!"

Strengthen this thought that you have given your child by allowing him to help in the making and keeping of his own home. The happiest home is one where every member of the household contributes some part to the general happiness and comfort. The child will delight to think that he, too, is of use in the home; and you can wisely lead him to see that not alone by actual work but by good behavior, cheerfulness, and pleasant and neat appearance he adds to the happiness of home. "Come," you will say, "the windows are clean, the floor is swept; my baby's hands and face must be clean and sweet that Father may find a pleasant home when he comes back from work." Or, again, as many mothers do, you will call your happy child your sunbeam or your joy bringer, thus making him feel that a smiling face and pleasant voice add to the beauty of home.

In like manner, do not forget that while a happy home is one where each member of the family has a duty, it is also one where each member has a privilege. Mother and Father must have their comfort and rest here. The children must have a play place and a play time. This happy arrangement can only exist by mutual

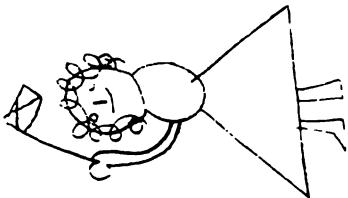
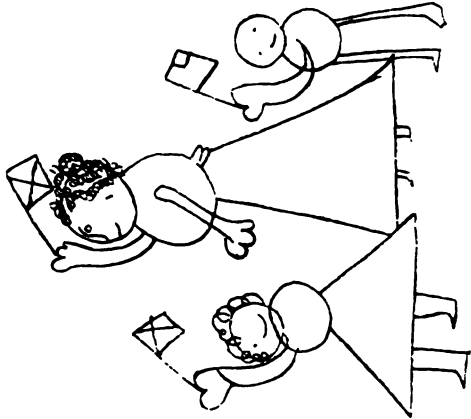
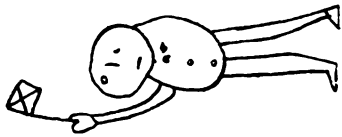
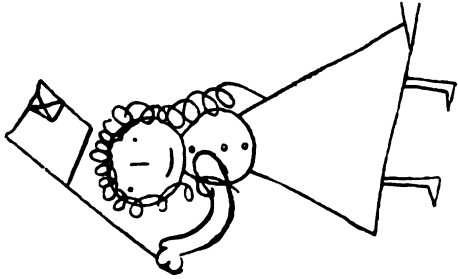
self-sacrifice and forbearance. Mother must give a portion of her house and time to the children, bearing with the noise that all active, healthy children make, and living with them in their play. Father must battle with the world and work hard that the dear family may have comfort and pleasure. The children must give up their play and tip-toe quietly about that

Baby may sleep undisturbed or Father rest after his long day's work.

And who can estimate the value of such a home? Its peace will bless all who cross its threshold; in its harmony we see the foundation of true social life; in its joy there is foretaste of that heavenly home where all God's children shall live in everlasting love.

WASHINGTON was rich, one of the richest men in the colonies; Lincoln was poor, one of the poorest men of his time. But note this significant and important fact for us to consider and remember forever,—when you think of Washington, that he was rich is not the first thing to think of; when you think of Lincoln, your attention is not fastened on the fact that he was poor.

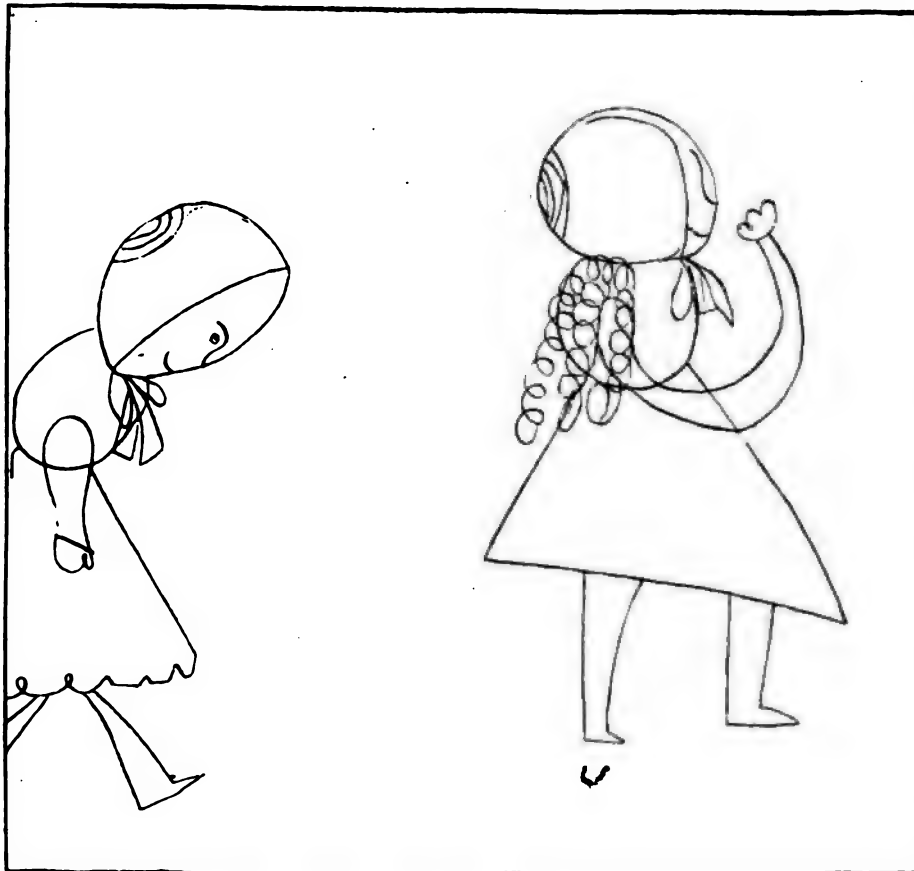
The two men illustrate the great truth that here in this republic manhood is supreme, and that manhood may be attained by both the rich and the poor, by the rich and the poor equally and alike. Washington used his wealth merely as an opportunity, something setting him free and giving him advantage in the matter of devoting himself to the service of his country and his time; and Lincoln never dreamed of being overwhelmed or oppressed by the consideration that he was poor. He showed what is still true in this republic,—that any man who has it in him, and who cares, can brush one side the obstacle of poverty and rise to the highest and best of which he is capable. * * * In the technical sense of the word, they were not educated. And yet they were educated as nobly and grandly as any man that has ever trod the soil of our land,—educated in the sense of having their powers and faculties developed so that they could take hold and deal with the great questions that confronted them; educated in the sense that they knew enough so that this knowledge might cast a light on the pathway along which they would advance to the highest ends of attainment. * * * These men became masters of English writing, Lincoln particularly having produced phrases, passages, orations, which will stand as classics to all time; which even to-day by the scholar are being compared with the finest products of the finest periods of ancient Greek culture.—*Minot J. Savage.*



A PROMISING ARTIST.

THESE drawings were the voluntary production of Martha Gaetz, a little girl five and a half years of age, who is attending a Berlin (Ontario) kindergarten. Her slate pencil is her favorite medium of expression, and with it the pictures were drawn, with remarkable ease and rapidity and without assistance or suggestion of any kind. The drawings were carefully traced from little Martha's slates, and show her work exactly, without the slightest exaggeration of the freedom and firmness of line.

One morning a bundle of flags came to the kindergarten, and when each soldier on the circle was allowed to carry a new Union Jack, there were many expressions of pleasure, but Martha was the only child who afterwards gave us a picture of the scene. Her skillful expression of motion is also seen in the drawing of the two little maids. The little girl at the left just coming into view is certainly droll and original. Like our noted cartoonists, little Martha always makes each stroke count.—G. J.



MUSICAL MOMENTS WITH CHILDREN, OR THE ART OF DEVELOPING THE MUSICAL SIDE OF CHILD NATURE.*

BY DAISY FAIRCHILD SHERMAN, PROVIDENCE, R. I.

IV.

RHYME AND RHYTHM.

WE wish the child to listen to tones for the purpose of distinguishing differences in pitch and in rhythm. In the kindergarten the listening game might be employed with more enjoyment and to greater advantage than it is in general, by adapting it to developing perception of differences in pitch. The older children might learn to distinguish some of the intervals of the major scale, and learn to clap, tap or march to the two fundamental rhythms, *i. e.*, *strong, weak*, and *strong, weak, weak*. As soon as children can execute these rhythms exactly they become very acute in determining to which class simple compositions played to them belong. This distinguishing of intervals and rhythms should be continued into the primary grades, carrying a child far onward in his musical training.

"Rhythm is the mould into which music is poured."† Therefore its place along with ear-training and voice-training must be kept in mind

* All rights reserved.

† E. H. Russell, State Normal School, Worcester, Mass.

from the beginning. Very young children enjoy rhythmical tapping. Yes, and at a very early stage of babyhood the "rock, rock" of mother's bye-low chair may be utilized for just this purpose—the development of the sense of rhythm. The rocking to sleep of healthy children by tired mothers is not to be advocated; but in the cozy times in mother's lap, when the tired little one is resting for a moment, an

"Up, down! Up, down!

All the way to London Town,"‡

sung to the to-and-fro of the rocking-chair, if consciously done for the purpose of marking time, gives an indelible impression of steady time-keeping. And sometimes, when big mother is busy, perhaps the "little mother" will sing a rocking-chair song to *her* baby.

A babe of seven weeks, who had never been sung to and rocked both at once, except quite accidentally, soon drew about her the entire family—grandparents, mother and brothers—to see the transfiguration of countenance caused by her appreciation

‡ *Going to London*, by Arthur Foote, in *St. Nicholas Songs*.

of the rhythm as I sang to her the song just referred to, *Going to London*, while at the same time rocking her to its rhythm. Although I sang and rocked for fully five minutes, letting her fall gently in my arms every time the chair came forward, there was no change in her enraptured expression.

A hammock in the house is a grand means of awaking the rhythmic sense. If you are too warm or too weary to hold the little one, place him in the airy, yielding cradle, and, swinging it by a cord tied to the edge, sing or recite exactly with the swinging, "Baby is a sailor boy," or Reinecke's "I saw a ship a-sailing."

Mother Goose, and other folk lore and nonsense rhymes, should largely furnish the words in the first attempts at singing and in developing the rhythmic sense. I believe in saturating young children, even in babyhood, with Mother Goose, for (barring some of the sentiment and some of the meter) Mother Goose is the best of all primers of rhyme and rhythm. Of course the verses should be recited with animation and strong rhythmic pulses, frequently accompanied by simple, rhythmic motion of some sort. Objectionable sentiment and lame meter may be omitted or altered. Children delight in rhymes and rhythms, and, if care is not taken to give them plenty of what is harmless, they will adopt much that is very objectionable from what they hear. Most of them will do this anyway, to some extent, for novelty's sake; but as time goes on they can be interested in making good rhymes

and rhythms, especially if, after a good deal of tapping and reciting with marked rhythmical accent, they find themselves singing some little rhymes to musical ideas of their own. Whenever an opportunity presents itself, try to make rhymes yourself which will interest the child. Most people can do something at this, with practice. The making of these impromptu rhymes is especially liked by children. To them it is a highly entertaining game.

A small dandle in the nursery is a charming source of entertainment in rhythmic motion. In the winter it goes a little way toward reconciling the child to indoor life after the endless variety of summer occupations. Children of two-and-a-half years of age are old enough to enjoy it thoroughly. The pleasure in the dandle is greatly increased for the child when the motion is accompanied by some suitable song.

"See-saw, up and down,
I can see all over town,"*

accompanied by the rhythmic movement of the board, affords rapt enjoyment. Picture the shining eyes and smiles of pleasure!

To quote Reinecke again: "Singing is very serviceable for developing the sense of rhythm, as the meter of the verse necessarily forces the right time upon the child." Certain songs with slow, swinging rhythm are good rocking-chair or hammock songs, and are naturally the first to be used. In them tune and rhythm are clearly

* *Songs, Games and Rhymes*, by Mrs. E. L. Hailmann. Published by Milton Bradley Co., Springfield, Mass.

wedded. Every mother is familiar with the quieting effect of such songs. This is due to the fact that the child feels and appreciates the rhythm. Their effect is to develop the rhythmic sense still further.

A clock whose pendulum can be seen and is long enough to be somewhat dignified in its swinging, is almost a necessity in Baby's rhythmical training. The "tick, tock" catches and holds his attention so that his ear perceives and is pleased by the regularity. A silent time-keeper should also be improvised—a ball or weight swinging from the hand by a string, — a long string for slow rhythm and a short one for quick rhythm. The silent metronome touches the rhythmic sense through the eye, the pendulum and metronome through the eye and ear. It seems reasonable to suppose that the rhythmic sense develops first through the experience of rhythmic motion when the body is rocked or swayed, or gently trotted or jolted; then through hearing and seeing simultaneously, as in observing a pendulum or metronome; then through sight alone; and, finally, through feeling the inward pulsation with no external aid.

The following are means by which the rhythmic sense may be developed.

Rocking.

Swinging (hammock).

Shoulder marches with Father. ("Onward, Christian Soldiers," to the tune *St. Gertrude*, by Sir Arthur Sullivan, is excellent for this, and never wears out. Do not pitch it too low.)

Rhythmical movements of body, head, and arms.

Dandle.

Clock and metronome.

Reciting and tapping,—which result either in familiar melodies being suggested, or new ones being originated,—that is, in song making.

Let us look at the clock. As Baby watches the pendulum, particularly if it be a clock in which the pendulum is not fully in view, recite the following:—

"Tick, tock,"

Says the clock.

"Peek-a-boo!

Who are you?"

If the mother cannot sing these songs, she can recite them so that the clock, by its ticking, will exactly mark the rhythm. Children of five or six years take pleasure in imitating the movements of the pendulum—playing clock. Let your clock be one that strikes with a clear musical tone if possible. Sing its pitch correctly to the word "Ding!" as many times as it strikes. When it strikes at two or three o'clock, sing "*One! two!*" or "*One! two! three!*" sometimes. A wise kindergarten child of my acquaintance confided to me that she thought counting and singing with the clock would be a good counting lesson for *little children*. And so it is—excellent!

Shoe the old | horse, |

Shoe the old | mare, |

Let little | colt

Go | bare, go | bare. ||

When Baby's toilet is being gone through with, spat the sole of one

little bare foot as you sing or say the first two lines of this verse, and do the same with the other foot while finishing the lines. Then, clasping Baby in your arms, repeat the verse, rocking to the rhythm.

Miss Emilie Poulsson has written some verses calculated to stimulate Baby's love of rhythm. They are to be found in her *Interleaves for the Mother Play* (KINDERGARTEN REVIEW). Some of them are written especially for the father in playing with the baby. I do not doubt that the fathers will avail themselves of their privileges in this respect as they learn of the existence of these games.

A song called *Bed-time*, from Miss Poulsson's *Holiday Songs and Games*, also some lines beginning "Rosy, my Posy," from Mrs. Hailmann's *Songs, Games and Rhymes*, are adapted to rhythmic swaying or gentle jolting on the knees. During the song, Baby is placed across Mother's lap, with head on one of her knees and limbs on the other. The mother's limbs move up and down, keeping time with the music, her toes forming the pivot and her heels turning slightly, now to the right, now to the left, producing a gentle jolting. For playtime, an emphatic downward motion of the heels produces a decided jolting.

Jog, | trot, | jog, | trot, |
Big | baby | I have | got! ||

In another of these games, the baby rides in measured pace up and down on the mother's knees, or falls gently backward and rises up again, the baby's hands being all the time tightly clasped by the mother's. To use with

this the lines quoted before from Mrs. Hailmann's book are good:—

See-saw, | up and down, |
I can see all | over town. ||

For children a little older, *The Rider on the Rocking-horse*, from *The Primer of Music*, by Eleanor Smith, is just the song wanted for the same purpose. Also,

See-saw, | Margery Daw, |
Jennie shall have a new | master; |
She can have but a | penny a day,
Un | til she can work | faster. ||

After a time, Jennie is able to work faster, and then the song changes to—

See-saw, | Margery Daw, |
Jennie 'll not need a new | master; |
She may have more than a | penny a day,
Be | cause she can work | faster. ||

Margery Daw is a great help at the piano, in finger work, at a later stage.

If a frolic is in order, the following words may be used:—

Rig-a-doan, | rig-a-doan, |
Toss him up | high! |
Set him on | Papa's knee, |
Now let him | fly. ||

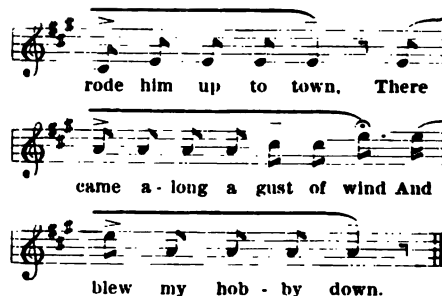
The Hobby-horse is a favorite with children old enough to take the physical exercise that should accompany it. It is a rollicking, tumbling play, and Baby is sure to ask a dozen times or more to have it "dain!" With Mother's hands holding fast to his and their arms slightly outstretched at either side, Baby sits perched on the pinnacle of Mother's crossed knees; then, Baby being set in motion up and down by the springing of Mother's foot against the floor, the exciting ride begins. The horse gallops twice in each of the first four

measures. At the first syllable of the word "gallop," each time it is used, and at each "trot" there is also a spring. At "Haw!" and "Gee!" sidewise springs are given to the right and to the left, instead of up and down; and at "Whoa!" a sudden upward spring. Then, after pausing for breath, continue as in the first four measures. At "wind," let the feet settle on the floor and make an inclined plane with the limbs, down which Baby slides, headforemost usually, but very gently, of course, Mother never letting go his hands. Children enjoy playing this game until they are really too large to be handled.

THE HOBBY HORSE.



I had a lit-tle hob-by horse. His
name was Dap-ple-gray. His
head was made of pease-straw, His
tail was made of hay. He'd
gal-lop, gal-lop, gal-lop; And he'd
trot, trot, trot; And he'd
"Haw" and he'd "Gee" and he'd "Whoa!" I
sad-dled him and bri-dled him, And



rode him up to town. There
came a-long a gust of wind And
blew my hob-by down.

Bean Porridge Hot may be played with a young child, although he will not make the motions himself for a long time. This game gives valuable training in prompt, quick, exact motion, as well as in rhythm.

Another play with strong rhythm which is very much enjoyed by children is found in *Songs and Games for the Little Ones*,* by Gertrude Walker and Harriet S. Jenks. It begins,—

"Let us | now be | gin our | sawing,
Forward, | backward, | pushing, | draw-
ing," etc.

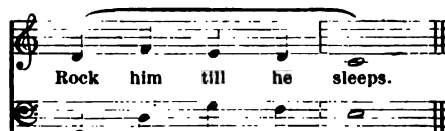
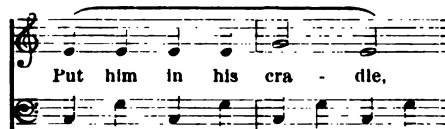
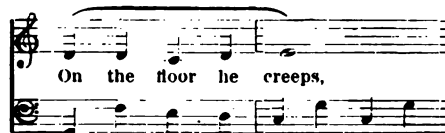
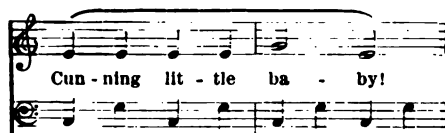
Baby and Mother clasp each other's hands by the fingers, sometimes using her right with his left, and sometimes her left with his right hand. At the first strong syllable the saw thus made is drawn toward Mother; at the second, it is pushed back toward Baby. This continues throughout the song. The previous see-saw games may be used in this way also, for variety in words.

Children with rhythmical training of this sort and with encouragement of the rhyming instinct, dearly love to "make a song," and they often make very good ones, too. Whenever

* Published by Oliver Ditson, Boston.

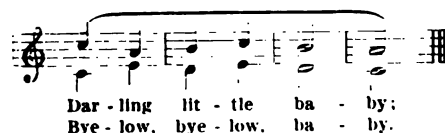
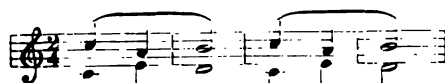
a little song blossoms out in this way, let it be found on the piano.

A child of six years wrote:—



The only help she received was in the correct harmonization. The form, words, and melody were her own.

Another child of six years—she was nearly seven—originated the following motive with its repetitions. I helped her to decide upon an ending. By means of counting the beats of the melody as it was sung, she discovered the proper form. This child has originated many tiny motives, but this was the first complete musical sentence to be framed by her.



The child first mentioned originated the following words for the sake of singing her finger study, which was a melodious one. In one place the meter was lame. This was remedied by a slight change in the words.

Father in Heaven,
We thank Thee for light;
And to please Thee, we pray
We may always do right.

Another child of seven years wrote,—

O Summer, O Summer,
Don't go away!
You leave us alone,
Without any fine play!

Also,—

There are roses in the garden,
And they're blooming every day—
Sweet roses in the garden,
Roses bright and gay.

Also,—

Birdlings sing while children play
With dolls and toys all bright and gay.
The fishes swim in shiny streams,
And overhead the sunshine gleams.
The skies are blue without a cloud
And not a sign of rain or dew.

Also,—

Rain, rain, rain, rain,
Rattling on the window pane!
Down you come so soft and light,
Patter, patter, in the night;
Waking up the grass and flowers
With your tender, loving showers,
Till the sun comes out again.
Then away must go the rain!

In M. B. Merrill's *112 Finger Exercises and Studies** is a little piece set to these words:—

Sparkling and foaming, it ripples along,
Just a wee brooklet, with mirth in its song.

*C. W. Thompson & Co., Boston.

The child first named, at the age of eight years, being greatly pleased with the couplet, added four lines more herself, as follows:—

In the bright sunshine it plays every day,
Laughing and singing and running away.
And as the birdies come daily to drink,
This is the song that they sing by the
brink.

After singing these words, she plays the piece through once more, whistling the air in imitation of a bird's song.

The third child, at the age of eight years, wrote the lines given below during the Spanish-American war.

Columbia, the home of the brave and the
free,
To me there's no nation so brave and so
true,
When your gallant banner a-waving I
see,
The gallant old banner, the red, white,
and blue!

Chorus.

The red, white, and blue! Oh, the red,
white, and blue!
To me there's no nation so brave and so
true!

Also, at twelve years,—

Little birdie in the sky,
I should like so much to fly!
I could view the earth and sea,
And oh! so happy I should be.

Those verses produced most directly under my observation were plainly the result of the rhyming games, of incessant observation of nature and continual personification of her phenomena. Probably not every child would produce verses so musical as these even under the most ideal circumstances; but certainly there are many who, with just the

right musical atmosphere, would develop the poetic sense, when otherwise it might never even peep forth. It seems to me that children give vent to original expression in music much more spontaneously than in poetry. The musical seems to come before the verbal, and much practice in sheer nonsense rhymes seems to be necessary before the ability grows to express poetic ideas musically. Rhymes and verses are evolved. They do not always spring into existence having perfect form from the beginning.

The second child, at six years, composed the following lines quite alone, her mother tells me. She is a very reserved child, of marked intelligence.

As I sat in the evening twilight
With my work upon my knee,
There came a flutter of wings,
As if angels were coming to me.

And they carried me up, up, up,
To the heavens so far above,
Where forever I shall stay
With Jesus whom I love.

In my work in this line I feel that the children who wrote verses always had a thought struggling for musical expression. A little guidance in fulfilling the law of regularity of accent, which is only one way of keeping time, and a little help in the choice of a word here and there, was all that was needed. Some of the attempts were not wanting in poetic thought, but were not sufficiently musical in rhythm and choice of words.

A boy of nine years composed these verses:—

SNOWFLAKES.

Pretty little snowflakes,
So white and clear,

You come when the weather
Is very drear.

Pretty little snowflakes,
So white and clear,
You make us happy when
The weather is drear.

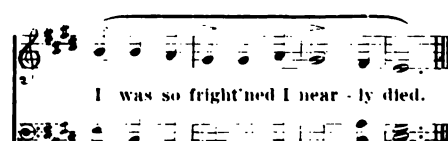
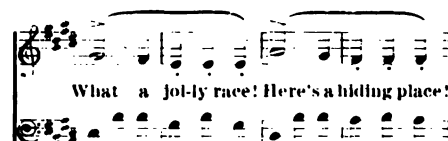
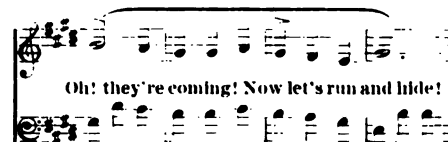
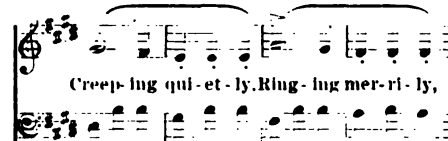
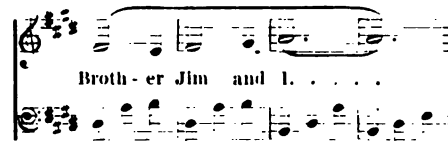
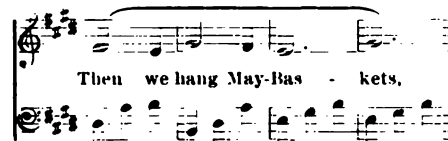
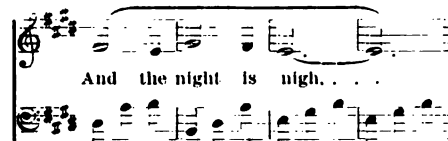
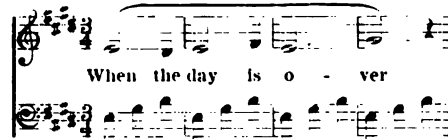
At seven years the third child wrote the following, with humorous illustrations of large poppies growing in the garden:—

Mother Nature's dishes were washed
By the patter, pattering rain;
Mother Nature's dishes were dried
By the brilliant sun again.
Mother Nature's dishes were set
All in a pretty row.
Mother Nature's dishes were flowers
Nodding high and low.

I will give two more instances of rhymes written by the first child and third child referred to. Both are girls, and it is interesting to note that one of them has originated a score of musical compositions, while the other gives promise of being not far behind when she has lived as many years. The older child is familiar with the elements of harmony, although she has never studied them formally. Her compositions are as good as any of the same grade of difficulty that are published. She has developed a harmonic sense. The compositions of the younger child are excellent also. She seemed to be at a loss in framing the second verse of the May-basket song. I asked her to tell me just what happens when she hangs May baskets, and how she does it. This seemed to be all she needed—a little help in bringing her mind to bear directly on the ideas which she wished to express. The bass was

incorrect in places, but every note of the melody is her own, exactly as she wrote it out when eight years of age.

HANGING MAY-BASKETS.



CHRISTMAS.

By a Child of Eight Years.

Long ago, this very day,
 Jesus in his manger lay.
 Wond'ring cattle round him knelt—
 Even they his greatness felt.
 Shepherds came from far away
 To worship, praise him, and to pray.
 For they heard the angels sing,
 And the wondrous tidings bring.
 "Peace on earth! Good will to men!"
 The angel singers sing again.
 The whole world wondered with delight,
 When *word it heard* of that glad night.

The italicised words show the only place where any suggestion was given. This child does not often unite words with music. Whichever vehicle she chooses seems to satisfy her desire for self-expression without the other. However, her attempts at verse are invariably accompanied by illustration, usually in water color.

Tapping, clapping, and other methods of emphasizing rhythm should be continued for a long time. This so crystallizes the rhythm that it can be readily shown by notes of different lengths as below, after the child knows the notes. Melodies will suggest themselves before the child is familiar with the staff notation.

Lit - tle Jack Hor - ner
 Sat in a cor - ner,
 Eat - ing a Christ - mas pie; . . He
 stuck in his thumb, And
 pulled out a plum, Say - ing,
 "What a good boy am I!" . .

Begin with the simplest idea possible, if it is also worthy. Tap and recite it with strong accent for a minute or two. In all probability, if the child has had the training in rhythm herein suggested, a melody for it will stand out clearly in his mind at the expiration of the two minutes. If not, sing one to it yourself, either from memory or spontaneously. Then try again. After repeating these trials during a few weeks, the child will generally begin to hear these melodies within. The most unresponsive child with whom I ever worked produced the following, after I had given up expecting anything of her. It took a year.

CHILDREN AT PLAY.

8va.
 8va.
 8va.

"Development of the musical perceptions produces mental alertness as does no other course of training." Through the habit of listening to tones in order to imitate them, some power of concentration is gained. If it flashes but for an instant, it is the real thing. Continued concentration in young children is neither desirable nor wise. A few moments or even seconds of concentration during the day will do wonders. If a child manifests more or less tone-deafness, do not despair. The difficulty may be

due only to under-development, not to malformation of the inner ear. If due to under-development, time and training will bring the child into normal condition. Children in primary school who appear uninterested, inattentive or stupid, may be simply tone-deaf from some cause. By training, the majority of such children gain decidedly in mental alertness, as well as in ability to distinguish tones.

A few Mother Goose rhymes which readily lend themselves to rhythmic treatment, such as I have suggested, are here given:—

Bow-wow-wow!
Whose dog art thou?
I'm Tommy Tucker's dog;
Bow-wow-wow!

Little Tommy Tucker
Sings for his supper.

What shall he have?
Brown bread and butter.
How can he cut without any knife?
How can he play without any fife?

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!

Early to bed and early to rise
Is the way to be healthy, wealthy and wise.

Great A, little a,
Bouncing B;
The cat's in the cupboard
And can't see me!

To these may be added Hickory,
dickory dock, Baa! baa! black sheep,
Jack and Jill went up the hill, Little
Jack Horner sat in a corner, Ding,
dong, bell! Pussy's in the well, and
various others of strong meter.

A WINTER NIGHT.

BY JEAN M. HUTCHINSON, ENGLEWOOD, N. J.

THE world is still and fair and white,
A-dream in soft and silver light;
The moon so round and stars so wee
All shine and twinkle down on me.

The little snowbirds are in bed;
The rabbit hides his tiny head;
The leaves and flowers are fast asleep
Beneath a snowy blanket deep.

The little brook is cold and still,
No more it sings beneath the hill;
The golden-rod is dry and cold,
And gone are all its blooms of gold.

The winds are murmuring in the tree,
"Good-night!" they whisper low to me;
The fair round moon and stars so bright
All seem to say: "Dear child, good-night!"

MAMMY NANCE'S STORY PLAYS.

By EMMA C. DULANEY, LEXINGTON, VA.



BABY'S RIDE.

Hi, dah! Mammy sees huh own Preshus hidin'!
Come heah, don' yo' wanten go out er-ridin'?
Ole Black-Foot's raidy ter gallup erway
An' tek yo' fuh er long ride, ter-day.*
Set stret in de saddle, an' tek good holt
Wid bofe li'l' han's—cos Black-Foot mought bolt,
Ur tek it inter huh ole baid ter shy
An' th'ow yo'; an' dat mought black yuh eye!

Git-ap, now, ole hoss! See how she goes,
Prancin' an' dancin' roun' on huh toes
Lak er young colt! Hol' on now, I say!
Don' try ter be so frisky ter-day.
Be stiddy; put yuh feet keerf'ly down
An' jes' trot erlong nice ovah de groun'.
Git-ap! Go easy, now, down de road;
'T won' be hahd wuk—yo' ain' got much load.

* Mammy Nance's broad foot was the "ole hoss" on which such rides were taken.

Tek keer! Pick yuh steps ercrost dis yere crick,
 An' don' git skeered at dat ole hay-rick.
 Heah's er nice lane dat's full uv sof' grass—
 Trot erlong now, but don' go too fas',
 An' 'membah who's on yuh back ter-day.
 Mah sakes! I b'leeve yo's runnin' erway!
 Whoa! dah, I say! Yo'd bettah min' me—
Sech er wil' hoss I *nevah* did see!
 Preshus, hol' on wid bofe yuh han's, tight,
 Whilse Mammy grups de reins wid all huh might.
 Black-Foot's mos' flyin'—clipperty, clap!
 Yuh cyuhls is bobbin'—dah goes yuh cap!
 Yuh face is rosy; an' yuh big blue eyes
 Jes' shine lak de stahs up in de skies.
 Hi! dah, ole Black-Foot! Min' me, I say!
 Settle down; yo' mus n' run *dis-er-way*.
 Yo' won' stop? Well, den, yo' mus' be *made*—
 Oh, yo' need n' snort, nur toss up yuh haid!
 Dah! she's off *erg'in*—chumperty, chump!
 Mussy! I hope we won' git er dump!
 Whoa, Black-Foot, whoa! Behabe yuhse'f, *now*;
 Settle down quick ur I'll whup yo', I vow!
 Whoa-oa! Stiddy! Dat's de way, go slow
 Thoo de gyahden, an' up ter de do'.
 Dah now, stan' still twel Preshus jumps down
 Outen de saddle, onter de groun';
 Den yo' kin go an' eat some sweet hay;
 You'se bin a puhty good hoss ter-day.

Laffin' yit, Preshus? Sholy 't *wuz* fun;
 An' some othah time, w'en de wuk's done
 An' Mammy kin spar' mo' time fuh play,
 Know whut we 'll do? W'y, jes' lak ter-day,
 We 'll saddle Black-Foot, an' den you an' me
 Will ride out *erg'in* an' hev fun, yo' see.



C. L. Vogel.

CHILDREN PLAYING.

CHILDREN'S PICTURES AND PICTURE BOOKS.

BY NORA ARCHIBALD SMITH, NEW YORK, N. Y.

"Children are moulded unconsciously by their surroundings, as consciously by their discipline."
— Ernest Fenellosa.

THE person who scans the advertisements in our daily papers and magazines gains many opportunities for mirth, some for information, now and then one for a lesson in the use of vigorous English, and sometimes catches a few words that bear him like a magic steed into other lands and countries or back into the past. Not long ago the announcement of a new edition of Hans Christian Andersen's fairy tales caught my

eye, and the fact that they were to be accompanied with two hundred and fifty illustrations by the distinguished Danish artist, Hans Tegner. "Their preparation has occupied eleven years * * * the work has been undertaken under the auspices of the Danish government * * * at present the pictures are on view at the Paris Exposition * * * they are to be shown in London, later in Munich, and perhaps in New York * * * and their ultimate resting place will be the Copenhagen Museum."

While I read the words my fancy was already mounted and careering back over two and a half centuries on the road from that most beautiful volume to the child's first picture book, the *Orbis Pictus*. Before the Copenhagen Museum finally receives the Danish treasure it should be placed beside the *Orbis Pictus*, and an admiring world should have an opportunity to compare the two volumes and to realize the progress that children's books have made since Comenius planned with such loving care his *World in Pictures*, that is, "The Pictures and Names of all the Principal Things in the World, and of all the Principal Occupations of Man."

No wonder it attained to so enormous a circulation; no wonder that for a long time it was the most popular text-book in Europe; for it was the shrine of a new idea, absolutely new and original and yet so simple that every one must have cried on seeing it, "Why did I never think of that myself?"

"The foundation of all learning," says Comenius, "consists in representing clearly to the senses sensible objects, so that they can be apprehended easily. * * * For it is certain that there is nothing in the understanding which has not been previously in the senses; and consequently, to exercise the senses carefully in discriminating the differences of natural objects, is to lay the foundation of all wisdom, all eloquence, and all good and prudent action."

This is rather a sweeping statement, perhaps, if we think of it as applied to pictures alone; but if we

extend it, as Comenius did, to a general exercising of the senses and a discrimination of differences, we at once perceive its truth.

We hardly realize how much knowledge is gained by pictures, nor how they illuminate the spoken and written word; and we fail to appreciate sometimes the absolute practical value of furnishing the child with a good store of them that he may increase his information as well as train his taste and cultivate his fancy.

Generally speaking, the younger the child, the more he cares for color in his pictures, though some babies not yet able to talk will pore over a black and white reproduction for fifteen minutes at a time. Since bright hues are so desirable, let us strive to find something in which the colors are artistically laid on and the drawing fairly good, visiting the counter where juvenile literature is shown at some quiet hour when we can have full leisure to make a judicious selection. Some of the cheaper picture books are positively lurid in their combinations, so glaring and so unnatural that they are quite as bad as the so-called dime novels in their effect upon the imagination. Now and then, too, in a really good book, a "creepy" subject will be introduced which fascinates the child with horror and haunts his dreams at night. In Kate Greenaway's *Under the Window*, for instance, a volume otherwise quite perfect, a goblin who steals cabbages is pictured with characteristics so grotesque and so unpleasant that a little maid of my acquaintance after once seeing him had to be reassured every

night that he was not hidden under her bed or shrouded in the curtains of her room. Little children are so imaginative, the line between the real and the unreal is as yet so indistinct in their minds, that it is imperatively necessary that the pictorial images presented to them should be pure, bright, and cheerful, as well as graceful and artistic.

A word should be said here in regard to that wonderful volume,—wonderful both for child and parent,—Froebel's *Mother Play Book* (*Mutter und Kose-Lieder*), the only picture book for children in the world which considers the mother also, and, while she holds the baby in her arms, gives her in its every page insight, inspiration, and blessing. There is not a woodcut, with its attendant verse, in the whole two score and six, that is not suited to childish tastes, and not one that cannot be studied over and over again with profit both by little people and grown ones. They were conceived by genius and executed under the eyes of genius; and though they are crowded with detail, by no means remarkable for drawing, and lacking in color, yet they have an unfailing fascination for children. It would be impossible to describe the book in a brief article, but it may be said that it deals with the common, everyday experiences of baby life, and while it does this, casts a light upon them that illuminates for the mother their inmost meaning. Separate pictures, colored and uncolored, enlarged from the originals, are now to be had, and in this form, as well as in the book, they should be a part of

the equipment of every well ordered nursery.

The pictures on the walls of the children's rooms need not be the same all the year round; there should be a certain change to suit the changing seasons. Variety, too, is necessary to discrimination: what we look at every day we often do not see at all, and a pleasant excitement is brought into infantile life if in a certain space on the walls something new now and then makes its appearance. The pleasure is heightened, of course, if an introductory story is told at the same time; and to originate such a story is not difficult, for, generally speaking, the best pictures for the little ones are full of action.

The use of pictures in the school-room in illustrating the ordinary studies as well as in training the taste and making a beginning in science work has never been so well understood and so thoroughly well exploited as in the United States at the present day; and, as supply generally follows close on the heels of demand in a commercial country, there has never been a time when so many really good woodcuts, prints, photographs, and etchings were to be had at small price.

There are colored pictures in sets to illustrate most of the sciences, the trades and occupations of man, and the products, the fauna and flora of various lands; there are blue-print copies of Biblical compositions by the old masters and by modern artists; inexpensive photographs of the Holy Land, of classic and modern pictures of the Child Jesus, and reproductions without end of the great works of art

of all times and countries, both religious and secular. Art catalogues, Christmas booklets of publishers, seedsmen's annuals, and the ordinary magazines are also rich with pictorial material, and it may safely be said that there is no subject in which we could possibly wish to interest our children that could not be fully illustrated from these sources at a moderate price. The passion for collecting, stronger in children than it commonly is in men, can be gratified here in a delightful way, and work with pictures be no longer desultory but directed toward a definite object. One child in a family may collect and mount cuts of towns, villages, buildings, monuments, scenery, in this and foreign countries, to give zest to work in geography and history; an older child may devote himself to gathering presentments of authors, ancient and modern, and their homes; a younger one set up a menagerie, devoting himself entirely to representations of animals, and so on, *ad infinitum*: the possibilities of the employment will be plain to every one. A certain system should be preserved, however, in making these collections, such as keeping them in home-made portfolios, mounting them on cardboard or cambric or in scrapbooks; for, scattered about the house, they are not only of no value but sadly in the way of older people.

How ardent is this desire for collecting, and how sadly it needs guidance is shown in the hoards of cigarette pictures and advertising cards, most of them in glaringly bad taste, some of them even pernicious, which

are jealously guarded by many of our children. To see great pains and care lavished upon a worthless object is one of the sad things of the world, and all the more sad because it shows us what marvels might have been wrought, had the taste been turned in the right direction.

And while we are talking of pictures we must not forget what children can do themselves in this line. A low blackboard with white and colored chalks, an ample supply of paper, white and brown, accurately cut in various sizes and of a proper surface for sketching, wax and pastel crayons, charcoal stumps, water colors and brushes are requisites for every home as soon as the children are able to use them—and that is very early indeed for most of these inborn artists. They delight in drawing and painting; and so long as they are led to make large free movements at first, and afterwards to observe with some attention the characteristics of objects and to reproduce them with a little care, the work can but do them untold good.

This subject of art for children is a large and an important one, and a few points of it only can be taken up in a brief article. When we consider, however, the reasons which make it so important we find that they resolve themselves into an argument in favor of the beautiful.

We give our children well selected pictures and picture books, not alone because from a utilitarian point of view they increase the sum of knowledge; not alone because from an artistic view point they train the taste and therefore, considered economically,

will add value to the future productions of the nation; not alone, even, because a knowledge of art leads to a love of nature and an increase of joy

in life; we think of all these things, it is true, but we also remember that the contemplation of the beautiful is always and everywhere refining to the soul.

LIST OF PICTURES FOR LITTLE CHILDREN.*

ARRANGED BY NORA ARCHIBALD SMITH.

Flora's Feast,	<i>Walter Crane</i>	The Little Acrobat,	<i>Du Frènes</i>
Child with a Kid,	<i>Lawrence</i>	Youthful St. John,	<i>A. del Sarto</i>
Robinetta, {	<i>Reynolds</i>	Girl Feeding Parrot,	<i>Lely</i>
Heads of Angels {		Divine Shepherd, {	<i>Murillo</i>
Infant Samuel, {		St. John and the Lamb, {	
Age of Innocence, {		Beggar Boys, {	
Cottage Children,	<i>Gainsborough</i>	St. Anthony and Infant Christ, {	
Blind Fiddler, {	<i>Wilkie</i>	Holy Family, {	<i>M. Stocks</i>
Parish Beadle, {		Adoration of the Shepherds, {	
Head of Bull,	<i>Potter</i>	Quarrelsome Brothers,	<i>M. Stocks</i>
A Little Brother, {	<i>Meyer von Bremen</i>	Girl and Lamb, {	<i>Greuze</i>
What has Mother brought Home? {		Girl with Dog, {	
While Mother is Busy, {		Sistine Madonna, {	<i>Raphael</i>
The Thorn, {		Madonna della Sedia, {	
Who'll Buy My Rabbits? {	<i>Knaus</i>	Sistine Cherubs, {	<i>Fleischer</i>
Anxiety, {		Bitter Medicine,	
The Little Mother, {	<i>M. Wunsch</i>	Infant Don Balthasar,	<i>Velasquez</i>
Holy Family, {		Shepherdess and Sheep, {	<i>Millet</i>
A Plot,	<i>Von Uhde</i>	First Steps, {	
Madonna,	<i>Dvorak</i>	Feeding Her Birds, {	<i>Memling</i>
The Butterfly Hunters,	<i>G. Nader</i>	The Gleaners, {	
Trio,	<i>Defregger</i>	Feeding the Hens, {	<i>Heyser</i>
A Child in the Midst,	<i>Kaulbach</i>	Singing Angels,	
Pied Piper of Hamelin,	<i>Van Dyck</i>	The Bird's Nest,	<i>Mengo</i>
Children of Charles I, {		Cupid,	<i>Lucca della Robbia</i>
Head of Child, {	<i>Vautier</i>	Bambini, {	
Baby Stuart, {		Singing Boys, {	<i>Donatello</i>
		The Bath,	
		St. George, {	<i>Correggio</i>
		Laughing Boy, {	
		Holy Night,	<i>Dagnan-Bouveret</i>
		Madonna of the Arbor, {	
		At the Watering Trough, {	<i>Troyon</i>
		Return to the Farm, {	
		Oxen Going to Labor, {	

* The following brief list of pictures for little children is by no means complete nor comprehensive. It represents only such as have been gathered here and there by the author in her travels, and is confined almost entirely to well known works of which reproductions can easily be had. There is not one picture on the list, however, which has not been loved by many groups of little children, and thus the collection has the value of a cooking recipe tested by personal experience.

Christmas Bells,*Blashfield*
 Mother and Child,*Brush*
 Christmas Night,*L. Richter*
 The Flock, }
 Cattle Ploughing, }
 The Horse Fair, }
 Pharaoh's Horses,*Herring*
 Landscape with Children Dancing, *Corot*
 Child Handel,*Dicksee*
 Holy Night, }
 The Shepherdess, }
 Holy Night, }
 Holy Family, }
 Christ Blessing Little Children, }
 Rest on the Flight into Egypt, }
 Plockhorst
 Christ Embracing St. John,.....*Reni*
 Madonna and Child,.....*Titian*
 Children Playing,*Vogel*
 Holy Night,*Graes*
 Dancing Bear,*Barye*
 Saved,*H. Sperling*
 Greediness,*A. Dieffenbach*

Das Märchenbuch,*S. G. Rota*
 The Returning Sheep,.....*A. Mauve*
 Providence,*A. Gilli*
 The Music Lesson,.....*A. Casanova*
 The Return of the Mayflower, *Boughton*
 The Gleaner, }
 The End of Labor, }
 In the Cow-yard, }
 The Haymakers, }
 Dignity and Impudence, }
 King Charles Spaniels, }

Also to be recommended are:—

Pictures from Froebel's *Mother Play*.
 Marcus Ward *Library of Animals*.
 Marcus Ward *Illustrated Fairy Tales*.
The Royal Illuminated Legends.
 Wilh. Pfeiffer's *Bilder für den Anschauungs-Unterricht*.*

* To be imported through E. Steiger & Co., 25 Park Place, New York.

SUGGESTIONS FOR VALENTINES.

BY MARY HOWELL.

No. 1. Two pieces of water-color paper 4 x 5 inches, cut into pansy shape and tied together. The lower one has a picture in the center, and is touched around the edges with gold paint. The upper one is painted as a pansy and the petals are divided by gilt lines.

No. 2. Water-color paper, 8 x 4 inches, cut into heart shape, so that one heart divides down the center to fold over the other one, on which is pasted a picture. Both hearts are gilded around the edges.

No. 3. Water-color paper, 7 x 4 inches, folded as a screen, with a fruit picture on each side, and the folds and edges (with the exception of the lower one) gilded.

No. 4. Square of white bristol-board 4 x 4; red and green four-inch squares of paper with two edges folded to center over a picture. The corners of the folds are turned back and fastened by tiny flowers.

No. 5. Four-inch circle of heavy paper or light bristol-board covered with circle of blue paper. Mounted

on this are circles of orange and yellow paper, the opposite sides folded together to the center over a picture.

No. 6. Light gray four-inch circle pasted on another circle of heavy paper or light bristol-board. On this is mounted a five-pointed star of blue paper with a calendar pasted in the center.

No. 7. A four-inch square of red paper folded on itself three times, cut in design while folded, and mounted on white bristol-board, $4\frac{1}{2} \times 4\frac{1}{2}$.

No. 8. Bristol-board, 4×5 inches, cut into heart shape, with three large flowers and three small ones pasted on it. The petals of the larger ones

are made of hearts, and the stems are done with gilt paint (white bristol-board and red hearts).

No. 9. Square of gray bristol-board, 5×5 , with purple half circles around edges, and mounted on it a purple square folded into shape of envelope, with picture on a card inside.

No. 10. Five-inch squares of pink, blue, and gray paper, folded so that the corners of the blue and gray papers folded together alternate with the pink.

—*From the Course of Study, by permission of University of Chicago Press.*

AS NEAT AS A NEW PIN.

By MME. PAULINE KERGOMARD.

Translated from the French by Laura E. Poulsson.

FANCHETTE was a little orphan girl who lived with her grandmother in a small French village. Her grandmother was poor and old and infirm, and all that she could do toward earning their living was a little spinning and knitting for their rich neighbors; and that is a very slow way indeed of making money.

Although Fanchette was so poor that she had neither hat nor shoes, she was always very clean and neat, and her hair was always nicely combed; for, as the grandmother said: "All the nice things that cost nothing we can do, at any rate!"

Water is cheap everywhere, and a comb is not very dear, either.

When Fanchette was six years old, a farmer's wife, who lived not far away and who had a small flock of sheep, came to see the grandmother. She asked if Fanchette might not come and take care of her sheep for her. "Fanchette can live with me at the farm," said the farmer's wife, "but she can spend every Sunday with you; and, besides, I will let her come now and then during the week to see how you are getting along."

Fanchette was filled with joy at the thought of earning money to help

her grandmother, and she liked the idea of spending her time out in the fields among the sheep; so, when her grandmother had given permission, she set out willingly for the farm with the good farmer's wife. Before many days had passed all the sheep of the flock knew and loved the little girl,—the father and mother sheep and even the timid young lambs,—and she was very happy in her work.

For the first part of the time that Fanchette was at the farm, she kept on washing herself carefully every morning and combing her hair neatly, as her grandmother had taught her to do; but, little by little, after a while she began to be neglectful. Except on Sundays or when she was going to the village during the week, she would let her hair go uncombed and would not wash herself at all,—thinking perhaps that it did not matter much how she looked when only the sheep could see her!

One day, however, when she was out in the field tending the flock of sheep, some visitors came. A lady and her two children were out taking a walk, and as they drew near to the field where Fanchette and the sheep were, the children asked if they might stop and pick some flowers. Madeleine, the little girl, was six years old, and André, the little boy, was three. When they saw Fanchette they began to go toward her, walking nearer and nearer as they picked their flowers, until at last they were quite near, and André said: "O Madeleine, I wish I could give my bouquet to one of those little lambs!"

"The lamb is too young to eat such

things yet," said Fanchette to André; "but, if you like, I will show you how to make a collar out of your flowers. Then I will call a lamb and you can put the collar around its neck."

This was no sooner said than done. Fanchette showed the visitors how to braid the flowers together by their stems; then she coaxed Frigoulet, the least timid of the lambs, to come to them, and she held him still while Madeleine put the collar on. But as soon as the collar was fastened, off rushed Frigoulet back to his mother, who, as soon as she caught the scent of the flowers, nipped off the collar at one bite and began to eat it, the children laughing heartily as they watched the feast. Then, when the flowers had all been eaten, Fanchette called Frigoulet and his mother and made them both lie down on the grass beside her, so that Madeleine and André could look at them and pet them as much as they liked. André was delighted. He plunged his tiny hands into the sweet white wool of the lamb and kissed it here and there.

At last the children's mother called them.

"André," said Madeleine, "we must go now. The little shepherdess has been very kind to us. Kiss her and say 'thank you.'"

"Yes, she has been kind," said André, shrinking away from Fanchette, "but I don't want to kiss her. She is not clean."

"Don't say that," said good little Madeleine, who saw that Fanchette was blushing and hanging her head. Then Madeleine, although she, too, thought Fanchette rather dirty, threw

her arms around Fanchette's neck and gave her a hearty kiss on the cheek, after which she and André ran hand in hand back to their mother.

When Fanchette found herself alone she began to cry. So that was what she had come to! Little children did not like to touch her, they would not kiss her any more! She must have become very dreadful looking indeed by not washing herself and keeping her hair tidy! Ah! how sorry, how sorry she was!

Well, she would not be dirty any longer,—she had made up her mind to that! A little brook ran along the other end of the field. She ran to it and bathed herself as thoroughly as she could. Then, picking some

thistles such as are used in certain countries to stroke cloth with and give it a nap, she stroked her hair with them until it was as sleek and soft as silk.

At the end of the day, when she went back to the farm, to her great joy she saw Madeleine and André again. André took her hand, patted it gently, and said: "Now let me kiss you, Fanchette."

And the next day, and the day after, and every single day of her life after that, remembering her grandmother and little André, Fanchette never failed to wash herself carefully and comb her hair neatly, no matter how cold the water was nor how much of a hurry she was in!

HUBERT, THE MINER'S BOY.

IN a certain part of our country where there are large coal mines lived a little boy named Hubert.

Hubert had no mother nor brothers nor sisters, but he and his father lived alone in a tiny little house near the mine.

While Hubert was a very little boy his father used to take him down into the mine where he worked. Hubert was too young to go to school, so he used to stay all day long in the mine. His father was very busy working with a pick and a shovel in the hard coal; so Hubert could not talk with him much, but would play quietly near with a little wooden shovel of

his own until he was tired, and then he would curl up on his father's coat and go fast asleep.

The mine was very dark; but Hubert did not mind the darkness at all, for he learned to see very well by the aid of the queer little lamp which his father wore on his cap.

By and by Hubert grew old enough to go to school. So he used to say good-bye to his father every morning and run off to school and stay there until it was time for the miners to come home at night. But Saturdays he would be up bright and early to go down into the mine with his father.

As Hubert grew older he used to go about the mine alone from one working place to another, and soon he knew all the passages and rooms as well as any of the men.

When Hubert and his father were working together one day, they heard a low rumbling noise. "Hark!" cried Hubert's father, "what was that?" They both listened a moment, and then heard it again,—a soft, low rumble near them in the coal.

"Run! tell the men to run for their lives! The coal is sliding!" cried Hubert's father. Hubert ran in the direction his father pointed, and his father ran in another direction to tell the other men.

Oh! how frightened little Hubert was! He ran on, stumbling and choking, but trying hard to be brave. Everything was so dark and still around him! Once he fell down; and when he picked himself up he

felt like running back to the shaft of the mine. But then he thought of that dear father who had trusted him to carry the message, and so started on again. It seemed as if he never would reach the men; but soon he heard their picks, and then he saw the lights of their lanterns. "Run!" he shouted, "run!"

As soon as the men heard Hubert's voice they dropped their work and started. One big man picked Hubert up in his arms, and then how they all ran out into the open part of the mine! They were just in time, too; for in a few minutes more a great quantity of coal had fallen just where the men had been working.

Hubert found his father waiting to carry him out of the mine. The father took the brave little boy in his arms and thanked the dear Heavenly Father that his little Hubert was safe and had helped to save the miners.

EDUCATION is a determinate, positive process, whose carrying out possesses the dignity of a moral duty. Let us have done, once for all, with the slippery notion that we may do this or that with our boys and girls, and that it is all right, provided we acted for their supposed good; and let us lay hold of the far sturdier and truer notion that it is our supreme business to find out what is for their good, and that it is our supreme business not to be defeated in realizing that good.

—*Education and the Larger Life*, by C. Hanford Henderson.

THE SHOEMAKER.

A GAME.

FRANCIS E. JACOBS.

English Folk Song.

1. "Good-morn - ing, bu - sy shoe - mak - er, We've come to pay a call, And
2. "Good-morn - ing, bu - sy cob - bler, Have you fin - ished our new shoes?" "Oh,

The first system of musical notation for the song. It consists of a vocal line in treble clef with a key signature of two flats (B-flat and E-flat) and a 2/4 time signature. Below the vocal line are two piano accompaniment staves, one in treble and one in bass clef, also with a key signature of two flats and a 2/4 time signature. The lyrics are written below the vocal line.

ask you wheth - er you can make New shoes to fit us all." "Well,
yes, in - deed ! They're rea - dy now To try on, if you choose." "Oh,

The second system of musical notation. It continues the vocal line and piano accompaniment from the first system. The lyrics are written below the vocal line.

well, my chil - dren, I will try, Your meas - ure let me take ; And
thank you ! They fit per - fect - ly, Here is the mon - ey due ; And

The third system of musical notation. It continues the vocal line and piano accompaniment. The lyrics are written below the vocal line.

then be - fore you come a - gain The shoes I'll glad - ly make."
when we need new shoes a - gain We'll sure - ly come to you."

The fourth system of musical notation, which concludes the song. It continues the vocal line and piano accompaniment. The lyrics are written below the vocal line.

NOTE. The words of this game may also be used as a dialogue, without singing. Divide the children into two groups, representing shoemakers and purchasers. After ordering their shoes, the customers return to their homes. In the meantime the cobblers have been busily at work, sewing, hammering, etc., and the shoes are ready when called for. F. E. J.

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., FEBRUARY, 1904.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed,
LEICESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

THE FIRST PICTURE BOOK EVER MADE FOR CHILDREN! If you have not seen it, would you not like to? So fond of it were the little people of those far-away days, that edition after edition disappeared almost utterly, the books being literally worn out through ardent use. Put forth at Nuremburg in 1658, it was for a century the most popular text-book in Europe, and for two centuries held a place in the German schools. When the schools in certain portions of Germany were broken up by the Thirty Years' War, lo! this was the book the mothers used in teaching their children at home.

Who wrote it? A famous scholar who *nearly* became the president of Harvard College. "That brave old man, Johannes Amos Comenius,"

says Cotton Mather, "was indeed agreed withal, by one Mr. Winthrop in his travels through the Low Countries, to come over to New England and illuminate their Colledge and country, in the quality of a president, which was now become vacant. But the solicitations of the Swedish Ambassador diverting him another way, that incomparable Moravian became not an American!" (What a pang the loss gives us even now!) He felt that the work of teaching and learning ought not to go "heavily onward" with young children; that "the first tasks of little learners ought to be little and single"; and so he made this encyclopædic picture book for the "more cheareful use" of "young wits."

What is it called? The *Orbis Sensualium Pictus*,—the *Orbis Pictus*, for short; anglicized, *The World Illustrated*. The author says of it: "It is a little Book, as you see, of no great bulk; yet a brief of the whole world and a whole language, full of Pictures, Nomenclatures, and Descriptions of things." He hopes that it will "entice witty children to it, that they may not conceit a torment to be in the school but dainty fare"; that it will serve "to stir up the Attention, which is to be fastened upon things, and even to be sharpened more and more. For the Senses (being the main guides of childhood, because

therein the mind doth not as yet raise itself up to an abstracted contemplation of things) evermore seek their own objects, and if these be away, they grow dull and wry themselves hither and thither out of weariness of themselves; but when their objects are present they grow merry, wax lively, and willingly suffer themselves to be fastened on them till the thing be sufficiently discerned. This little book will then do a good piece of service in taking (especially flickering) wits, and preparing them for deeper studies." The English translator, in an advertisement to the 1727 edition, closes by saying: "'T is not easy to say little on so important a subject, but thus much may suffice for the present purpose. The Book has merit enough to recommend itself to those who know how to make a right use of it. It was reckoned one of the Author's best performances."

The easy possession of a modern copy of this educational classic was made possible for American teachers nearly twenty years ago through the intelligent enterprise of Mr. C. W. Bardeen, publisher, Syracuse, N. Y., from whom it may still be obtained. Miss Nora A. Smith's reference to *Orbis Pictus* in this number of KINDERGARTEN REVIEW prompts us to draw to the rich old book, for their own delectation, the attention of discerning kindergartners who do not

already have it in their possession, and who have not, like the children of past generations, pored over its entertaining pages.

DOUBTLESS the *Simple Commentaries on Froebel's Mother Plays* that Miss Lindsay has been writing in KINDERGARTEN REVIEW have already come into use among many kindergartners who are seeking the best material for study with the mothers of their kindergarten children. We cannot refrain, however, from urging all our readers to take especial note of this series. The task undertaken is more difficult and delicate than appears. The science of motherhood that Froebel promulgated is not impossible of practice by simple mothers; but the technical language of philosophy, of psychology, in which it is often (and properly) clothed, disguises it effectually from uneducated or unstudious mothers. To remove this disguise, to reveal to just such mothers the beautiful everyday practicality of Froebel's plan of child-training, has been Miss Lindsay's aim in her simple commentaries. Comparing her version with Froebel's own writings, the student will see how obstructions have been cleared away and how life-truths and practical applications have been lifted out into plain sight.

A STORY is told by Miss Emily S. Cook of the Indian Department at Washington, D. C., which reflects great credit upon some of our red brothers. Alas! for the shame it casts upon the whites concerned.

The small tribe of Quapaws in the northeast corner of the Indian Territory undertook at one time to provide against illiteracy among their numerous white lessees. They established a public school system which was to be supported by a contribution of \$1,000 from Quapaw funds and by a tax of one cent per acre from each white lessee and \$1 *per annum* from each white laborer. Seven schools were maintained for six months and attended by thirty-two Indian and two hundred white children. The Indians paid out their \$1,000; but since there was no force to compel the white beneficiaries to pay, they failed to contribute their small share and the schools had to be closed.

ST. LOUIS HAS A RIGHT to be proud of the beautiful school buildings it has been steadily putting up of late years. Among those named after honored citizens of St. Louis is the one represented in our frontispiece this month, the Henry T. Blow school-house, named in honor of the father of Miss Susan E. Blow.

APROPOS of Miss Haven's mention of paper towels in the January REVIEW (and, by the way, a sufficiently long use of these paper towels in one department at least of the Ethical Culture Schools has shown them

to be thoroughly satisfactory), we cull an item from the *London Journal of Education*:—

The London School Board allows four towels per hundred scholars. It is now proposed to raise this from six to ten per hundred, according to a sliding scale based on the poverty of the district. The poorer the child the larger the fraction of towel. The increased annual cost is estimated at £1,500.

"Semesse hic locuples, asse lavatur inops."

For the Latin quotation we offer two translations, the second freely "Americanized":—

HERE

A rich man is washed for a ha'-penny fee;
The charge for a poor man a penny will be.

HERE

A Gentleman can get a wash
For only half a cent;
But twice that sum's demanded when
The washee is a Gent.

(Adapted from H. H. C.)

ATTENTION is called to the fact that the *List of Books* issued by the Library Committee of the International Kindergarten Union in 1899 can now be obtained from Miss Stella L. Wood, 307 South Ninth street, Minneapolis, Minn., at three cents each or twenty-five cents per dozen. The lists would be useful to training classes, mothers' classes and kindergarten associations, as well as to individual kindergartners. The Committee will be glad to dispose of the lists

now on hand, and hopes that members of the I. K. U. will avail themselves promptly of this opportunity of buying the list at the lower price now charged.

WILL THE AUTHOR of *Hubert, the Miner's Boy*, please send her name and address to the Editors of KINDERGARTEN REVIEW, Leicester, Mass. ?

THE FRIEDRICH FROEBEL MEMORIAL HOUSE.

A COMMUNICATION FROM THE EXECUTIVE COMMITTEE OF THE ALLGEMEINER KINDERGARTNERINNEN VEREIN.

HEADQUARTERS AT EISENACH,
THURINGIA, GERMANY.

OUR members have received, in the report No. 43 | 44,* the account of the treasurer regarding the Building Fund, of moneys received and spent, as also in regard to the receipts and current expenses for the Froebel Museum. Both accounts had been accepted at the meeting of June 2, 1903.

Further, the members were advised that, since the headquarters of the *Verein* had been removed again to Eisenach, and the *Verein* incorporated by the government, it was necessary that the members qualified to vote should decide as to the steps to be taken in future with regard to the Froebel House and the Froebel Museum. The non-resident representatives empowered the Acting Committee to take preliminary steps, which has been done since the meeting at Pentecost.

It must be said, in regard to the

following proposition, that the Committee is of the opinion that the Museum should not be separated from the Froebel House but should be an important feature of the same, as had been planned from the first. The Museum contains manuscripts, objects in memory of Froebel, and original manuscripts of Froebel, which have been taken care of by the president of the *Verein* for many years. They were collected, presented, and confided to her care by friends and relatives of Froebel, and also handed over to her by the guardians of the late Frau Louise Froebel (who had been her teacher and friend since the year 1853). All this property could not pass into other hands subject to no conditions, nor could it be separated from the Froebel House without destroying existing connections entirely.

When seeking to make Blankenburg—the cradle of the kindergarten—the place for the Froebel House and a recreation home for kindergartners needing rest after long and

* The latest report of the *Allgemeiner Kindergärtnerinnen Verein* (General Kindergarten Union).

faithful professional work, we were filled with the thought that Froebel, while living in that place, had laid the foundation for a "Science for Mothers," and that there his entire system had been founded, taking the spontaneous activity of the child, and the instinctive life of mother and child, for a starting point of his system. Thus the place seemed to be "sanctified," and in reality is so—for it is the spot where Froebel lived when giving to the world the ripe fruit of his creation. *There*, we believed that his faithful followers would, in the evening of their lives, love to walk, the place being filled with so many sacred remembrances of the master. Experience has taught us, however, that these plans, ideal as they may appear to be, are practically an impossibility. Blankenburg is too isolated, and the kindergartners in need of recreation would find scant communion with others; in winter especially they would be cut off from much spiritual intercourse.

These are facts to be weighed seriously. Besides this, the Committee holds the view that the Froebel House should be erected in the place where the headquarters of the *Verein* are established. The reasons for this are:—

1. The Committee, living in Eisenach, will, of course, take a great interest and part in the administration of the House if it is built in that city. As mentioned before in the report 43|44, no committee could be formed at Blankenburg because of the lack of members, and consequently the *Verein*, while there, could not be incorporated.

2. One aim has always been to combine with the Froebel House a home for kindergartners in need of rest. For this purpose Eisenach is a most appropriate place, since greater comforts are available there than in a smaller town, and its environs are very beautiful and interesting. Besides possessing an intellectual life of its own, Eisenach, being at the junction of various railroad lines, has the advantage of easy communication with other centers of culture.

3. The connections existing between Froebel and Blankenburg ceased with the year 1844, when the first kindergarten closed for lack of means; Froebel himself did not return there. He intended to open a training class for kindergartners in Eisenach (see correspondence with H. von Arnswald, 1845-47), and the plan for this was ready in 1847,—a house had been chosen and the kindergarten of Dr. May had been placed at his disposal. But the revolutionary years of 1848-49 induced Froebel to give up the Eisenach plan and seek a place removed from political influences. In the winter of 1849 he went to Liebenstein, having decided upon that place for the execution of his plans; and early in the month of May he settled there. However, he was unable to remain either in the hotel or on the farm in the neighborhood where he was settled for a short time. Applying to the government of Meiningen, he was enabled to rent, for a small sum, the upper floor in Marienthal, a country estate near the village of Schweina.

Here he resided during the last two years of his life.

Neither Oberweissbach, where he was born; nor Keilhau, where the institution for boys, founded by him, is still in existence; nor Blankenburg, where the first kindergarten existed for so short a time; nor Liebenstein, nor Marienthal, can be reached so easily as Eisenach, where he dwelt very frequently, and where the oldest kindergarten and several others exist at the present date.

4. For the Froebel Museum, unquestionably, a larger place than Blankenburg would be needed, in order to make the Museum accessible for study to the members of the *Allgemeiner Kindergärtnerinnen Verein* and to the Froebel-friends of Germany and foreign lands; the more so as it can be foreseen that the Museum will be sought by pedagogues and other scientific men. Therefore it was decided at the committee meeting of October 16 to ask all those persons who, by means of collections and contributions, have shown interest in the Froebel House, whether, after receiving this explanation of the circumstances and conditions, they will give their assent to the plan of building the Froebel House in Eisenach, and will continue to help toward the building of the same, as they have done heretofore. The majority of assents will enable us to move on, and to continue the collection with renewed energy; for not only is it desirable and necessary that the realization of the recreation home be not too far distant, but also that

the Museum may be housed in more spacious quarters, so that its treasures when exhibited to the visitors may be well surveyed, and also that the library connected with this may be completed.

5. The argument that the *Verein* in the year 1899 had the prospect of obtaining ground on which to build by favor of the magistrate at Blankenburg, has failed because of the condition connected with it, *i. e.*, to "commence building the Froebel House within the two succeeding years." This term, in spite of all efforts on the part of the *Verein*, has expired with the condition unfulfilled; and more than ever the Committee are eager to settle upon the proper place in which to carry out the plans.

Therefore, the *Allgemeiner Kindergärtnerinnen Verein* being the owners of the collected moneys and of the Museum, the Committee hopes that the individual members will display a lively interest in the plan regarding Eisenach.

To the above particulars we will further add that the chosen place is also the home of the president, who will be enabled to devote her time and energies to the furtherance of the work. She is the founder of the *Verein*; it was she who started the project of building a Friedrich Froebel Memorial House, and who began making a collection of Froebel's writings, etc. Froebel's relatives and the guardians in Hamburg have sustained her in this, and thus we hope that her favorite desire may be realized, and a willing assent be given

from all. Should anyone do homage to the proverb, "Silence is consent," then each and every omitted answer will be regarded as an "assent." It is requested that answers in writing be sent so as to be received by us not later than January 31, 1904. These answers should be addressed to the Executive Committee of the *Allge-*

meiner Kindergärtnerinnen Verein, Eisenach, Thuringia, Germany.

ANNA SNELL, *Jena*,
Representative Chairman.

[This communication was not received until Dec. 23, when the January number of *KINDERGARTEN REVIEW* was all printed. The editors have written to the committee of the German Union and asked them to extend the time for replies; therefore, if American contributors write at once to Germany, their votes will doubtless be received in time to be weighed with those of other contributors.]

SUPERINTENDENT H. C. MORRISON of Portsmouth, N. H., has handled the salary question so skillfully that there has been no appreciable opposition either in the school board, city government, or among the taxpayers.

Within the last year and a half the salaries of grade teachers have been increased from a maximum of \$450 to a maximum of \$550. This has had the immediate effect of adding \$100 a year to the salaries of about twenty teachers. In the same time the yearly increment has changed from \$25 to \$50, thus making it possible for the grade teacher to reach her maximum in one half the time it formerly took. They have also raised the maximum of the grammar principals from \$1,000 to \$1,200, and have given two principals the immediate benefit of the increase. In the same time they have added an aggregate of about ten per cent. to the salaries of the superintendent, high school principal, and nine others.—*Journal of Education*.

MORE LIFE AND FULLER.

BY FLORA J. WHITE, CONCORD, MASS.

MAN is a unit; and I believe no thought of his is possible that has not a vital connection—if not its origin—in the subtle molecular changes of living tissue. I believe he has no mentality that is not phys-

ical and moral, no morality that is not mental and physical, no physical activity that is not mental and moral.

I cannot conceive mind as like unto a wraith that fain would glide about, eluding that which has substance; but

rather do I heartily conceive it as indissolubly connected with all substance to the veriest atom, and finding its manifestation, as all force, in motion.

I fancy we might not be far wrong if we called motion the mentality of the body. Our greatest educator has gone farther, and has called motion the dawn of the soul; and, because man is a unit, it is just here in the motions of the body, where the soul dawns and the mind displays itself, that we are to look for physical effects. * * * * *

What is the essential of every factor that may be ranged among educative forces? What do we want for our boys and girls? Is there some one common good that should come to them alike from their sloyd or Latin or home or any other part of their education?

It has been well said that we should ask of every factor we bring into a child's life, "What is its relation to nutrition?" That first cry of the infant, which gives it the oxygen for which the body hungers, tells us of that ceaseless oxygen-hunger which, if left unsatisfied, defies the keenest spur to endeavor, and renders growth impossible. The school must provide more room for the individual, more active bodily movements, a lower temperature, and better circulation of air, if it is to meet even this one demand of nutrition; but, more than this, it should plan for the children's occupations with reference to the increase of vital capacity, excluding everything that tends to lessen it. It should consider the matter of

stimuli to activity, of expenditure of energy, of fatigue, in relation to nutrition and growth. It should assure cleanliness of body, and, if needed, food for the stomach. It should send its pupils from the schoolroom with more erect, alert bodies, more jubilant feelings, and a greater supply of energy than they brought to it.

* * * *

Life occupies itself in storing and spending energy. In its storage are exercised the nutritive functions. In its expenditure we make ourselves, and make ourselves known. How may this expenditure be adjusted so that it, too, advances growth and development?

We are cowardly and niggardly in our spending of energy, because we have turned our backs on nature; and we find no system of economics to help us.

I have noticed in certain countries beyond the tropics trees that have impressed me with their grandeur and vigor; and then some morning I have gone forth and found them lying in the dust with helpless, upturned roots, wind-blown. Sun and shower had fondled them. With no obstacles to overcome, no winters to resist, no rocks to upturn, they had put forth a rank, showy, ineffective verdure,—a growth in appearance, but not in strength.

We want no wind-blown characters. Emerson admonishes us on this point. He says: "The heart and sinew of man seem to be drawn out of him. * * * Our age yields no great and perfect persons. * * * The rugged battle of fate where

strength is born we shun. * * * We are parlor soldiers."

It is our work to get back the heart and sinew of man; to get giant oaks, once more, from feeble seedlings. It is not to be done by coddling, or we gain but upturned roots; nor by neglecting, for nature will find vengeance; nor by setting brick school-houses on top of the young seedlings, or we get crushed lives; but, if ever, by a reverent sympathy for nature and nature's ways, and by a sane and conscientious child-study.

We give our children wrong things to do, then wear our lives away trying to render their doing easy. We forever aim at the acquisition of facilities rather than at the acquisition of power. Give our children right things to do, things to which their natures lead them and the ages have bent them, and then let it go hard with them; for thus they will gain power, and, having that, the world is theirs with its abundant fullness of life.

The young poet cries:—

"'T is life whereof our nerves are scant,
More life, and fuller, that I want."

"More life, and fuller"—I believe these words reach the very root of the matter. What though our youth do partly master a few languages, get pushed through Euclid, write a falsetto English, and all the this and that of what we fondly call education? Fullness of life—that is the supreme test: we ought to get percentages on joy and exuberance of spirits, if we would make safe, sane, and righteous standards for our schools. If the pulses do not beat

faster, longings grow stronger, and the joy of mere living tingle the nerves, the school and all its bookishness will be of but little avail toward producing a stronger, nobler race.

We want the stuff whereof splendid deeds are made. Is knowledge power? Only that knowledge is power that is written in the tissues of the body through one's own acts. It is daring that makes men brave, not the knowing that Sparta bore brave sons.

Milton's fine aphorism; "Words are the daughters of earth; things are the sons of heaven," should not fail to rouse reflection. Things are of heaven; words are of earth. Yet if I ask which of two men is the more cultivated, one irresolute, weak-voiced, faint-hearted, childless, facile in accepted phrases, the other brawny, virile, quick to perceive, quick to act, doer of many deeds, unskilled in words, the answer falls in favor of the former. But why? Cultivation, if it means anything worth our possessing, means something that keeps tally with a progressive evolution. It literally means "cherishing,"—the cherishing of every power within us. What, then, we may ask, has this inefficient worldling cherished, that we should dub him cultivated? What can he assure us toward the production of that race of noblemen which we are fain to believe will mark a future age?

The narrow chest, the flexing knee, the helpless hand, are uncultivated. Ignorance of the uses of the body is ignorance, and is less to be excused and more to be deplored than the lack

of knowledge of our politest literature. Words, even in their highest estate, are but an incident in self-expression. The primal, natural self-expression out of which all other forms grow is the act. We choose, then, for our youth, "more life, and fuller." We say the pathway to it lies through movements; for motion is not only the "dawn of the soul"; motion is the soul of the universe. And it is through those universal laws of motion that govern man and beast and wave alike that we gain our perception of the Universal.

I hold in my hand a living germ. The divine thing about it is its motion, which is its life token. I ask, How may it attain to the fullness of the possibilities that lie hidden in the depths of that unknowable force, pressing it outward, always outward, upon the world around it? I close my hand, and that mysterious thing we call life is gone, no man knows whither. It is said that no force can be lost, and that only a transference of energy is possible; but sure it is the pulsating force of this slight thing has passed beyond our ken. We can no longer behold it, use it, make or mar its growth. All its power, all its possibilities, lay in its movements; they were forming its individual force, its individual life. A stronger motion external to itself annihilated it. How might the life power of this germ have been cherished? How might its growth have been forwarded? Manifestly, by having left more space about it, where that tiny new-born force could reign supreme, absolutely free in its mo-

tions from the encroaching motions of the external world.

As with the single cell, so with the aggregation of cells which form the child is life to be cherished and growth to be forwarded. We should secure for each a space that would insure it against repression,—a space wherein it can laugh and sing, and kick and jump, and swim and dive, and frolic—yes, and plant and pull, and pound and build, and always have room for it all. These throbbing, pulsating motions of childhood are the heaven-born things out of which strong nations grow. The school should exist to give these motions their full swing—should let the boys scrap and the girls frolic.

But what do we do? We build dreary brick buildings on small plots of ground, and drive the children into rooms by fifties and sixties, with the hobgoblin of the law and the truant officer behind them; and there we compel them to sit for five long hours each day over verbal tasks, permitting them for motor activities only wiggings of the fingers with pen and pencil, wiggings of the tongue in using words, and a few rigid movements of the arms taken under peremptory commands. Are these the motions out of which to get courage and aspirations? What has become, within these buildings, of the laughter and restlessness and bodily effort that are the birthright of childhood? The crowding of our school-rooms is a sin against nature. It is a critical question which faces us. Does the school lessen the laughter of young children? Does it

weaken their motor desires? I have long had a fancy that Nature covers her face and weeps whenever she beholds a schoolhouse.

Let us not stand any longer, like the witches of Macbeth, throwing into the cauldron of the school program every dismembered organ in the shape of studies that we can pelf, expecting some potency to be generated in the broth. But let us read with care a school program of the best days of Greece, and then reflect upon the possible relation that exists between the time there given to bodily

exercise and the power and intelligence of the Greeks. Would we be powerful, we must be strong; would we be intelligent, we must be strong; would we be polished, we must be strong. And strength is not the outcome of the alphabet or the grammar or the dictionary. It is the outcome of bodily action. Anaxagoras, when dying, was asked how he would have his death celebrated. "Let the boys play," he replied. There was in that answer a profound knowledge of the needs of life, for out of such activity is glory builded.

—*From an address.*

A NEW SONG OF "DIXIE."

BY MAUD LINDSAY, TUSCUMBIA, ALA.

OH, from the hill and from the valley
Southern sons and daughters rally.
Hurrah! hurrah! hurrah! Dixie land.
Come all a song of triumph singing,
Through the wide world send it ringing.
Hurrah! hurrah! hurrah! Dixie land.

CHORUS.

Exalt the name of Dixie!
Hurrah! Hurrah!
In Dixie land we'll take our stand
To live and die for Dixie.
Three cheers, three cheers,
And one cheer more for Dixie;
Three cheers, three cheers,
And one cheer more for Dixie.

For Southern skies with stars are gleaming,
Southern fields with richness teeming.
Hurrah! hurrah! hurrah! Dixie land.

Oh, Southern hearts are brave forever,
Southern love will fail you never.
Hurrah! hurrah! hurrah! Dixie land.

Go read the Past's heroic story,
Read the Future's message "Glory."
Hurrah! hurrah! hurrah! Dixie land.
And, armed with truth and clothed with beauty,
Rise to meet the Present's duty.
Hurrah! hurrah! hurrah! Dixie land.

For Peace has given what War denied you,
Friends of foes who once defied you.
Hurrah! hurrah! hurrah! Dixie land.
Look! Nature with rare charms has dressed you;
God with His own hand has blessed you.
Hurrah! hurrah! hurrah! Dixie land.

Lo! now our land with love is lighted—
North, South, East and West united!
Hurrah! hurrah! hurrah! Dixie land.
In God our trust, and our salvation,
Forward, march! a mighty Nation.
Hurrah! hurrah! hurrah! Dixie land.

RECENT LITERATURE.

BOOK REVIEWS.

TROUBADOUR TALES. By Evaleen Stein.
Illustrations by Virginia Keep, Max-
field Parrish, B. Rosenmeyer, and Ed-
ward Edwards. The Bobbs-Merrill
Company, Indianapolis, Ind. \$1.25.

Four as pretty and right-minded sto-
ries for children as have come under the
reviewer's eyes this year. They are not
folk tales, but pure, fresh and simple
originals with background of troubadour
times in France and Finland. The chil-
dren, whether of high or low degree, are
good company; and at the heart of each
story lies a brave and clever childish
deed. As sweet as Provence roses are
the words chosen in the telling of the
tales; and the pictures are a match in

fitness and beauty. The frontispiece, by
Maxfield Parrish, is a lovely thing, but
the story describes Pierrot as clad in
parti-colored hose whose left leg is a
delicate robin's-egg blue and in a doublet
of pink silk embroidered in silver. You
turn back a page or two to look again
upon the charming boy, and what a
bouleversement d'idées! The left hose-
leg is striped pink and white, and the
doublet is pearl gray! And why is Count
Reynaud's horse Barbo invisible? Pier-
rot's little white palfrey pricks along
prettily; but in the place where you
surely ought to see some portion of
Barbo's black, fluffy mane, there are only
leaves and branches which must have
been on the side of the road beyond the
horse. To be sure, Barbo was described

as having a nosegay behind his ears and a wreath of periwinkles and violets around his neck, but these could not have hidden him from view. When a color scheme was decided upon which precluded the blue hose-leg and the pink doublet, the person who was seeing the book through the press ought to have allowed Miss Stein the privilege of garbing the charming Pierrot to suit the demands of the illustration. But we repeat that the book is a most beautiful one, considered ethically, artistically, and with regard to literary style.

DOORYARD STORIES. By Clara Dillingham Pierson. Illustrated by F. C. Gordon. E. P. Dutton & Co., New York. \$1.20 net.

Silvertip the cat, robins, sparrows, and other common birds, wasps, caterpillars and tumble-bugs are the subjects of the stories in this latest—and we are inclined to say best—book of Mrs. Pierson's well-known books for children. The stories are told from behind the scenes, as it were; but they are true stories,—vivid, humorous, sympathetic narratives of incidents in the lives of her dooryard people whom Mrs. Pierson watches with eyes sharpened by scientific knowledge. Such stories of common creatures are just what are needed for children. A little "adulthood," as Patterson DuBois calls it, peeps out in some of the conjugal jokes; its elimination would make the book about perfect in its particular sphere. The pictures, done in soft colors, are true to life and very attractive.

FIRESIDE CHILD-STUDY. By Patterson DuBois. Dodd, Mead & Co., New York. \$0.60 net.

Mr. DuBois is well known as a champion of childhood, and stands forth clearly in this character in the present book, the sub-title of which is *The Art of Being Fair and Kind*. "What!" says the parent, when he sees that the book is for him, "am I not at least that? Whatever mistakes I make in my over-fondness or my over-conscientiousness, I'm sure I don't abuse my children." Perhaps you do not; but if, after reading Mr. DuBois' book, you are confident that you are never unfair and unkind to your children, you are either a very wise or a very obtuse person. To kindergartners we especially recommend the book as one in which they will find material sure to make their mothers' meetings full of interest and profit, if it is well handled.

In the first chapter, that on *The Attitude*, a mother's meeting is described that might well have others modeled after it.

After giving general principles and suggestions, the book brings genuine cases of dealing with children to a "Court of Inquiry" and shows the large field of investigation that the cases open up. "The main thing," says Mr. DuBois, "is to learn how to interrogate these cases and make them our own for practice in the great art of being fair." They will serve as "test cases and precedents to follow or to avoid." So simple, wise and reasonable a little book ought to do much good.

OBSERVATIONS. TEACHERS AND THEIR WORK. By S. R. Shear. A. H. Osborn & Co., Poughkeepsie, N. Y.

If every teacher should train herself to observe habitually the details concerning school conditions that Superintendent Shear of Kingston, N. Y., brings forward in this booklet, our schools would soon be under the beneficent rule of Hygeia! Whether the queries and suggestions embodied in the forty-two pages are used by a teacher for self-examination or as a guide in the inspection of schools they will be found entirely worthy of serious consideration, and stimulating to watchful care over conditions, means and methods.

DON'T'S FOR MOTHERS. By Gabrielle E. Jackson. Lee & Shepard, Boston. \$0.50 net.

Mothers have been rallied often on their over-use of the word don't with their children, and now here is a whole package of don't's addressed to mothers themselves! Beginning with *Don't's* for a young mother with regard to Baby, the book ends with *Don't's* for the mother of a mother—cautioning Grandmother against spoiling her son's or daughter's child. Good texts for discussion at mothers' meetings are plentiful among these two hundred and fifty *Don't's* formulated from the experience of a happy, intelligent mother.

MORE GOOPS AND HOW NOT TO BE THEM. By Gelett Burgess. With instructive illustrations by the author. Frederick A. Stokes & Co., New York. \$1.50.

This *Manual of Manners for Impolite Infants, Depicting the Characteristics of Many Naughty and Thoughtless Children*, is, as one might judge from so "fetching" a sub-title, a delightful book.

It contains drawings in profusion. The funniness of the circular little goops, with their wide range of expression, continually inspires fresh smiles, while the facetiousness of the situations and the inclusion of the grown-ups in the general comicality make the pictures absolutely irresistible to both old and young. The verses, too, are really funny, and very sensible choice has been made of subjects. The titles cannot give much of an idea of this, but we quote a few. *walking with Papa* (and teasing to be carried home); *The Duty of the Strong* (impressive and full of incentive to a child); *How to Eat Soup* (you will never forget the manner prescribed by etiquette if you once read this); *"Ain't"* (sure to eradicate this grammatical inelegancy); *The Goop Picnic* (about leaving scraps about); *Justice and Loyalty* (altruistic child-behavior); *Poor Mother!* (work made by careless tearing or soiling of clothes); *Going Visiting* (and not wearing out your welcome); *The Flower Hospital* (where flowers wantonly picked and then thrown away are the patients in the beds);—well! there are thirty-three of these versified and illustrated "parents' assistants" in this second Goop book, and not one of them supernumerary. Get the two books for the nursery, and they will help wonderfully in ousting parental "don't's" and introducing the "shared-laughter cure" for everyday faults.

LITTLE ENGLISH POEMS. Arranged and illustrated by Lettice Thomson. Horace Marshall & Son, London. 1s. 6d.

The distinctive aim of the compiler has been to bring together some of the simplest standard English poems, and a few new ones, for use with classes of young children. The verse has generally that simplicity of wording or familiarity of theme (or both) that brings it within the capacity of little learners while enriching their language and expanding their thought. Half a dozen poems are by Miss Lettice Thomson herself (kindergarten mistress in Doreck College). They are entitled: *Pretending, The Cow, Telegraph Wires, Wishes, The Wind, and The Ploughboy's Song*. These are good in rhyme and rhythm, are mostly written with childlike fancy and from the child's point of view, and are fittingly included as good verses for children to commit to memory. *The Cow* and *The Ploughboy's Song* strike us as especially fresh and redolent of nature. All of the decorations and illustrations, which are

very interesting, are by Miss Thomson, and show that she has talent in more than one direction.

CHILDREN OF THE TENEMENTS. By Jacob A. Riis. Illustrations by C. M. Relyea and others. The Macmillan Company, New York. \$1.50.

Had we the "horrd horrt" of Skipper Ireson it would melt to pity and constrain to works of helpfulness upon reading these East Side sketches. The most wretchedly debased human creatures can never be quite so foreign to our understanding or so repulsive, after such disclosures as Mr. Riis's compassionate, discerning accounts give of the pitiful conditions of their lives. We cannot give help in these particular cases that have so touched our hearts; but by doing whatever we can to further civic justice and uplift civic conditions anywhere, we can become part of that "little leaven that leaveneth the whole lump"—and this is what Mr. Riis's *Children of the Tenements* calls upon us to do.

GARETH AND LYNETTE, AND OTHER IDYLLS.

By Alfred Tennyson. With an Introduction and Notes by E. E. Hale, Jr. University Publishing Co., New York. \$0.12½.

Number 56 of the *Standard Literature Series* is another of those well-edited, well-printed, wonderfully cheap "real books," for the use of schools, that we are always ready to speak a good word for. The brief introduction and notes give just the necessary information and explanation that the young reader needs for intelligent reading of the beautiful Idylls.

BOOKS RECEIVED.

LITTLE, BROWN, AND CO., BOSTON. *Laura Bridgman.* By Maud Howe and Florence Howe Hall. \$1.50. *The Golden Windows.* By Laura E. Richards. \$1.50.

HORACE MARSHALL AND SON, LONDON. *Eng. Little English Poems.* Arranged and illustrated by Lettice Thomson. 1s. 6d.

DODD, MEAD AND CO., NEW YORK. *Fire-side Child-Study.* By Patterson DuBois. \$0.60.

E. P. DUTTON AND CO., NEW YORK. *Door-yard Stories.* By Clara Dillingham Pierson. \$1.20 net.

THE MACMILLAN CO., NEW YORK. Children of the Tenements. By Jacob A. Riis. \$1.50.

THE BOBBS-MERRILL CO., INDIANAPOLIS. Troubadour Tales. By Evaleen Stein.

LEE AND SHEPARD, BOSTON. Don't's for Mothers. By Gabrielle E. Jackson. \$0.50.

SMALL, MAYNARD AND CO., BOSTON. Wanderfolk in Wonderland. By Edith Guerrier. Net, \$1.20.

FREDERICK A. STOKES AND CO., NEW YORK. More Goops and How Not to Be Them. By Gelett Burgess. \$1.50.

UNIVERSITY PUBLISHING CO., NEW YORK.

Gareth and Lynette, and Other Idylls. By Alfred Tennyson. \$0.12½.

EDUCATIONAL READINGS FROM RECENT PERIODICALS.

RECENT EDUCATIONAL PROGRESS IN FRANCE. By Gabriel Compayré. CITY SUPERINTENDENT MAXWELL OF NEW YORK. Educational Review, January.

THE TRAVESTY OF CHRISTMAS. By Florence Kelly. The Ethical Record, January.

A RACE RICH IN SPIRITUAL CONTENT. By H. P. Kealing. The Southern Workman, January.

I. K. U. TRAINING CONFERENCE.

PRACTICE TEACHING IN KINDERGARTEN TRAINING.

The topic selected for discussion in the Training Conference at the Rochester meeting of the I. K. U. is *Practice teaching in Kindergarten Training*. To gain the desired information upon the subject and to make the discussion thoroughly vital and practical, the Training Committee has prepared the questionnaire given below. The committee has been divided into sub-committees, each one of which will take charge of a portion of the returns. These returns will be summarized, and presented for discussion in the conference.

Though more than two hundred copies of the questionnaire have been sent out, there are doubtless many who could furnish valuable data who have not been reached by the members of the committee. Any such are cordially invited to send replies to any part of the questionnaire in which they may be interested.

Such assistance will be greatly appreciated.

NINA C. VANDEWALKER,

Chairman of Training Committee.

PART I.

Practice Teaching as seen by the Kindergarten Director.

1. What do you consider the greatest difficulty in working with practice teachers?
2. Is each practice teacher assigned to each phase of the kindergarten work—the circle talk, the song teaching, the table work, the games and the accompanying? If not, why not?
3. Do you make out the general program? What relation does this bear to the working plans of the practice teachers?
4. To what extent do you take charge of the children yourself for the purpose of illustrating the approved method of procedure to your practice teachers?
5. Upon what points do you criticise the work of the practice teachers?
6. What is your method of making

criticisms? Do you make them personal and individual or impersonal and general? Are they oral or written?

7. What conferences do you have with your practice teachers?
8. What is the effect of practice teaching upon the children?
9. To what extent do you aid your practice teachers in observing children along child-study lines?

Replies to Part I should be sent before February 15 to Miss Ruth E. Tappan, 3439 Fifth Ave., Pittsburgh, Pa.

PART II.

Practice Teaching from the Training Teacher's Standpoint.

1. What is your relation to the practice teaching done by your students?
2. How many weeks of practice teaching does your school require? If less than two years, when does it begin? How long do the practice teachers work in the same kindergarten? For how long a period each day?
3. Is it best for the practice teachers that all the directors under whom they work should hold your own general views?
4. Do you inspect any of the teaching plans of the practice teachers to determine their application of the principles you have taught them?
5. Do you hold conferences with the directors under whom your students work? For what purpose?
6. Do you hold conferences with the practice teachers? For what purpose?

7. To what extent do you utilize observation in the kindergarten as a means of training?

8. To what extent is teaching in the primary grades of value to the kindergartner? Can it be substituted for a portion of the kindergarten practice?

9. To what extent does the quality of the practice teaching determine graduation?

10. State any other points you think important.

Replies to Part II should be sent before February 15 to Miss Mina B. Colburn, Kindergarten Training School, Cincinnati, O.

PART III.

The Graduate's View of Practice Teaching.

1. Looking back upon your practice teaching from the standpoint of experience, do you think it was such as best to prepare you for the work required after graduation?
2. Was the plan making required such as to give you an insight into the fundamental needs and interest of children?
3. Was the dealing with the children such as to give you the principles underlying control?
4. Were the criticisms you received constructive, helpful, and to the point?
5. Did the work tend to cultivate the spirit of inquiry toward educational problems?
6. What changes would you suggest, if any, in relation to the practice teaching?

7. Would you advise postponing practice teaching until the student had gained some acquaintance with the theory of the kindergarten?
8. What changes, if any, would you suggest in the training course in general?

Replies to Part III should be sent before February 15 to Miss Alice E. Fitts, Pratt Institute, Brooklyn, N. Y.

PART IV.

The Junior Year without Practice Teaching?

1. Do you approve of students beginning practice teaching at the beginning of the course? If so, why? If not, why not?
2. If you do not have practice teach-

- ing at the beginning, what do you have that is preparatory to it?
3. Have you had experience with students who have begun practice teaching with, as well as those who have begun without, theoretical instruction? If so, what was the relative quality of their work?
4. To what extent is it practicable to make observation in the kindergarten and primary grades a partial substitute for practice teaching during the junior year?
5. What would be the added possibilities of the course were practice teaching postponed until the middle of the junior, or the beginning of the senior year?

Replies to Part IV should be sent before February 15 to Mrs. S. S. Harriman, 24 Garden St., Chelsea, Mass.

THE INTERNATIONAL KINDERGARTEN UNION.

The eleventh convention of the International Kindergarten Union will be held in Rochester, N. Y., on April 27, 28 and 29, 1904.

In order that there may be ample time for discussion, the conference of training teachers—open to all supervisors and training school teachers—will be held on the afternoon of April 26, the day before the general session; and, if considered advisable, arrangements will be made for a continuance of the discussion in the evening.

Full information as to names of speakers, places of meetings, railroad rates, etc., will be given later in the

month when arrangements are completed; and advance programs and circulars of information will be mailed to all branches and members, and printed in the March numbers of *Kindergarten Magazine* and *KINDERGARTEN REVIEW*. A general outline of the program is as follows:—

Tuesday, April 26, 2 P. M.

TRAINING TEACHERS' CONFERENCE.—Topic: *Practice Teaching in Kindergarten Training*. Miss Nina C. Vandewalker, chairman.

Wednesday, April 27, 10 A. M.

OPENING SESSION.—Address of welcome and response; reports of

officers and delegates; appointment of committees, etc.

Wednesday Afternoon.

EXCURSIONS arranged by Local Committee.

Thursday, April 28, 9.30 A. M.

PARENTS' CONFERENCE.—Mrs. M. B. B. Langzettel, chairman.

Thursday, 2 P. M.

ROUND TABLE.—Program in charge of Committee on Literature, Library, and Magazines. Miss Emilie Poulsson, chairman.

Thursday Evening.

RECEPTION arranged by local committee.

Friday, April 29, 9.30 A. M.

BUSINESS MEETING.—Report of Committee of Fifteen; plans for the future; election of officers, etc.

Friday, 2.30 P. M.

CLOSING SESSION.—Program to be announced later.

Plans are under way for making this one of the most pleasant as well as the most profitable sessions ever held by the Union, and it is hoped there will be a large attendance of delegates and members.

Communications and letters of inquiry may be addressed to the following officers and chairmen of committees:—

Miss Annie Laws, President, 818 Dayton street, Cincinnati, Ohio.

Miss Evelyn Holmes, Recording Secretary, Charleston, S. C.

Miss Stella L. Wood, Cor. Sec'y and Treasurer, 307 S. Ninth street, Minneapolis, Minn.

Miss Lucy Harris Symonds, Vice-President and Chairman of Com-

mittee on Propagation, 82 St. Stephens street, Boston, Mass.

Dr. Jenny B. Merrill, Vice-President and Chairman of Committee on Foreign Correspondence, 112 E. 81st street, New York, N. Y.

Miss Georgia Allison, Auditor and Chairman of Finance Committee, 3439 Fifth avenue, Pittsburgh, Pa.

Mme. Kraus-Boelte, Chairman of Advisory Committee, Hoffman Arms, New York, N. Y.

Miss Nina C. Vandewalker, Chairman of Committee on Training, Normal School, Milwaukee, Wis.

Miss Emilie Poulsson, Chairman of Committee on Literature, Library, and Magazines, Leicester, Mass.

Mrs. M. B. B. Langzettel, Chairman of Committee on Parents' Conference, 29 W. 42d street, New York, N. Y.

Miss Fanniebelle Curtis, Chairman of Committee on Nominations, 47 Pierrepont street, Brooklyn, N. Y.

Miss Susan E. Blow, Chairman of Committee of Fifteen, Cazenovia, N. Y.

Miss Ada Van Stone Harris, Chairman of Local Committee, Rochester, N. Y.

Headquarters, Hotel Powers. Other hotels, located in the center of the city, which will furnish good accommodation to guests, are: The Whitcomb, the Gerard, and the Osborn Hotel.

For information as to fares, hotels, rooms and board, address either Miss Ada Van Stone Harris, Chairman of the Local Committee, South Fitzhugh Street High School Building, or Miss Martha E. Brown, Corresponding

Secretary, South Fitzhugh Street High School Building.

In order that proper arrangements may be made, the Local Committee urges that each person who expects to

be present at any of the meetings of the International Kindergarten Union will notify, as early as possible, the Corresponding Secretary of the Local Committee.

NATIONAL EDUCATIONAL ASSOCIATION.

I. THE GENERAL CONVENTION,

June 28-July 1, 1904.

This date was first announced as July 5-9, but has been changed to the preceding week.

The leading considerations determining the selection of St. Louis as the place for holding the next convention were: the great promise of the Exposition; the generous provisions in a special building for all educational interests; the confident assurances that the educational exhibits will be the largest, best selected, and most representative yet gathered at any exposition; and the certain benefits to teachers which will follow careful, systematic study of such exhibits. Added to these may be mentioned also the opportunity for the association to aid, as possibly no other agency could do, in rendering the educational exhibits most profitable to national educational interests, and the fact that the Exposition will be located near the geographical center of the association's membership.

The Exposition authorities, and the various educational and business organizations of St. Louis, have united in tendering to the officers of the association the most liberal assistance and facilities for the work of the convention and for securing the comfortable and economical entertainment of the members.

It is proposed to modify the usual programs for the convention by making the various features of the exhibits the chief topics for papers and discussions. It is also proposed that the various sessions be limited in number and length, in order that the papers and discussions may be practically applied in studying the ex-

hibits. Each department will hold two sessions as usual. The general sessions, four only in number, will be devoted to discussions of the various national educational systems as illustrated by the exhibits. No evening sessions will be held. The presence and coöperation of eminent foreign educators are assured, to present the characteristics of their respective systems and to assist in a comparative and intelligent study of their illustrative exhibits.

II. DEPARTMENT OF SUPERINTENDENCE, Feb. 23-25, 1904.

President, Henry P. Emerson, Buffalo, N. Y.

First vice-president, Edwin B. Cox, Xenia, O.

Second vice-president, J. W. Abercrombie, University, Ala.

Secretary, John H. Hinemon, Little Rock, Ark.

The place for this year's meeting is Atlanta, Ga.

The railroads of the Southeastern Passenger Association have granted a round trip rate of one fare plus twenty-five cents, with the privilege of one stop-over in either direction. The Southwestern Association has granted a rate of one fare plus \$2 for the round trip. The Central, Trunk Line, and New England Associations have granted a rate of one and one third fare through their respective territories to the gateways of the Southeastern Association. The Western Passenger Association grants a rate of one and one third fare for the round trip.

It is expected that reduced side trip rates will be offered to points in the South, following the convention, with ex-

tension of tickets for return to March 31.

A local committee has been appointed by the citizens of Atlanta, with Mr. E. P. Burns of that city as secretary. Mr. Burns will be pleased to answer all inquiries as to local arrangements for the convention.

PRELIMINARY PROGRAM.

TUESDAY, February 23.

9.30 A. M.

1. Address—Hon. Hoke Smith, Atlanta, Ga.; Hon. William B. Merritt, state school commissioner, Atlanta, Ga.
2. Education at the Universal Exposition, 1904—From the point of view of the Chief of the Department—Howard J. Rogers, Chief of Department of Education.
3. Exhibit of the United States Bureau of Education—W. T. Harris, United States Commissioner of Education.
4. Some City Exhibits; their purpose and plan—F. Louis Soldan, superintendent of schools, St. Louis, Mo.; Andrew W. Edson, associate superintendent of schools, New York city; Albert G. Lane, district superintendent of schools, Chicago, Ill.
5. Typical State Exhibits—(Speakers to be supplied.)

2.00 P. M.

Topic—*The Course of Study in Elementary and Secondary Schools.*

1. The superintendent's influence on the course of study—William H. Elson, superintendent of schools, Grand Rapids, Mich.
2. What omissions are advisable in the present course of study, and what should be the basis for the same—Frank M. McMurry, Teachers College, Columbia University, New York city.
3. Athletics and other collateral activities in secondary schools—Paul H. Saunders, University of Mississippi, University P. O., Miss.

8.15 P. M.

Address—Edwin A. Alderman, president of Tulane University, New Orleans, La.

WEDNESDAY, February 24, 1904.

9.30 A. M.

1. Declaration of educational principles with especial reference to the needs

of the South—Charles W. Dabney, president, University of Tennessee, Knoxville, Tenn.; Charles D. McIver, president, State Normal and Industrial College, Greensboro, N. C.

2. The Factory Child—Lawton B. Evans, superintendent of schools, Augusta, Ga.

2.30 P. M.

ROUND TABLE SESSION OF CITY SUPERINTENDENTS.

Leader—Edwin G. Cooley, superintendent of schools, Chicago, Ill.

1. The expediency of importing teachers of proved merit from without the city or town—Samuel T. Dutton, Teachers College, Columbia University, New York city.
2. Should teachers be required to present from time to time evidences of increased scholarship? If so, of what nature—examinations, certificates or credits from recognized institutions of learning?—Walter H. Small, superintendent of schools, Providence, R. I.
3. "The laborer is worthy of his hire"—(Speakers to be supplied.)
4. The value of schools for experimentation and practice—(Speakers to be supplied.)

ROUND TABLE SESSION OF STATE AND COUNTY SUPERINTENDENTS.

Leader—R. C. Barrett, state superintendent of public instruction, Des Moines, Ia.

1. Increasing the efficiency of rural schools—Arthur LeFevre, state superintendent of public instruction, Austin, Texas.

Discussion as follows:—

- (a) Consolidation of schools.
 - (b) Improvements in course of study and system of grading.
 - (c) Higher standards in the employment of teachers.
 - (d) Expert supervision.
2. The recognition of certificates and diplomas granted by (a) state and county authorities, (b) by schools of education—L. E. Wolfe, superintendent of schools, San Antonio, Tex.

8.15 P. M.

Address—The ethical elements in education—Walter B. Hill, chancellor of University of Georgia, Athens, Ga.

THURSDAY, February 25, 1904.

9.30 A. M.

Topic—*Administration and Supervision.*

1. The superintendent, a man of affairs—William H. Maxwell, superintendent of schools, New York city.
2. The assistant to the superintendent, his functions and methods of work—Miss Alice E. Reynolds, supervisor of schools, New Haven, Ct.
3. The management of special departments, such as manual training—C. N. Kendall, superintendent of schools, Indianapolis, Ind.
Discussion led by J. C. Fant, superintendent of schools, Meridian, Miss.
4. The teacher—beneficiary or victim?—Miss Celestia S. Parrish, Athens, Ga.

2.00 P. M.

Topic—*Extension of Public School Privileges.*

1. The organization of a system of evening schools—Thomas M. Balliet, superintendent of schools, Springfield, Mass.
2. Free popular lectures—Henry M. Leipziger, supervisor of Free Lectures, Boroughs of Manhattan and The Bronx, New York city.
3. University extension for teachers in service—Walter A. Payne, University of Chicago, Ill.
4. Vacation schools, playgrounds, and recreation centers—Miss Evangeline E. Whitney, district superintendent of schools, New York city.
Discussion led by B. E. Nelson, superintendent of schools, Lincoln, Ill.

NEW YORK KINDERGARTEN ASSOCIATION.

SUPERINTENDENT'S REPORT.

Miss Cynthia P. Dozier, superintendent of kindergartens under the New York Kindergarten Association, gives the following interesting report for the year:— * * * *

The distinctive feature of the year just closed, the thirteenth, was the initiation of an educational movement which should benefit not only the teachers of the association, but all teachers and friends of education. The first step in this movement was the engagement of Miss Laura Fisher of Boston to deliver a course of thirty-six lectures on Kindergarten Programs. These lectures were open to all, and were well attended. This course was the gift of Mrs. James Gayley, who has every reason to be gratified by the result. The course was particularly helpful to isolated teachers, to those who have none of the advantages of an organization, no touch with others en-

gaged in the same work. Many of the guests at these meetings came in every Saturday from the country. The association teachers were present, and gained much by the experience. At the close of the year Miss Fisher was engaged to give another course of lectures the following year. In addition to the lectures by Miss Fisher, our teachers had the privilege of hearing Miss Blow on five lectures bearing on the theoretical side of their work. The expense to the association of this course was greatly reduced and the interest much increased by having the coöperation of the Kindergarten Union, Froebel League, and the Alfred Corning Clark Neighborhood House.

* * *

In the early spring the superintendent and teachers were much honored by a request from Mr. Richard Watson Gilder for points on The Kindergarten: An

Uplifting Social Influence in the Home and the District, this being the title of an address he was to give in Boston in July for the National Educational Association. It is hoped that all who have not done so will read this address. It is to be found in the *KINDERGARTEN REVIEW* for September, 1903. Many of the incidents alluded to in the address occurred in the association kindergartens.

As is her custom at the close of the school year, the superintendent sent out a request to the teachers for reports of any interesting occurrences in their kindergartens through the year. There was such a mass of material she found it difficult to condense it in a brief report. The following stories are told to show the effect of the training on the children and their recoil, which, after all, is the test of any system of education. In the kindergarten great emphasis is placed upon the relation of the child to trade life—indeed, to all who make up the social whole. Visits are made to the blacksmith, carpenter, baker, and at Christmas to the toyshops. The following is an account given by one of our teachers of the visits made during the year—this is given as a typical experience: "So much has been said about the effect of the kindergarten upon the individual child and upon the homes, that a few words of the effect and influence of the kindergarten upon those in the community whom we have visited on our various excursions seems worthy of mention. Our first visit in the fall was to the baker, who with his assistants showed us the process of bread-making and cake-making. He was very much interested in the children, and especially in the fact that we wished them to see how the bread and cakes were made. He invited us to come again, and said he would do some special baking for us; but we were not able to go. The next visit was to Wanamaker's, just before the Christmas holidays. We took forty-six children. First we went into the rotunda to see the decorations, and then to the toy department, where the children were shown the different toys. Several of the clerks, with the permission of the head of the department, wound and set in motion a great many mechanical toys. During all this time the children were perfectly content to look at the toys. There was not one instance of a child touching or asking for anything that he saw. This I think one of the

strongest recommendations for the kindergarten in developing in the child habits of self-control, and respect for the property of others. * * * *

The following is, I think, the outcome of the superintendent's talk to the mothers of our kindergarten on neighborliness: "Calling upon one of the mothers not long ago, she told me that her children had told her that the mother of one of the children in the kindergarten, who had been very ill and at the hospital for a long time, had been brought home, and that she would like very much to go and see her, because she felt that, even though she did not know her, she was the mother of one of the kindergarten children, and the superintendent had told them that they ought to know each other, and that that was one of the purposes of the mothers' meetings. The next day I went down and took her to see the sick mother, and it was a great delight to see how much pleasure each one got from the visit."

The following story is very significant, and will, we are sure, appeal to those who support this work: "Some time ago I took all our children to Jackson Park, near our kindergarten. On the way home, walking in front of the line, I heard the children singing. Turning around, I found that the little band had stopped in front of a house where some smiling faces of old women and old men appeared at the open window. My children were singing to them: 'Good morning to the grandmothers, good morning to the grandfathers.' They had made up that song after the regular Greeting Song which we sing every morning: 'Good morning to the children, good morning to all.' I discovered a sign in front of the door that told me this was a home for old Jewish men and women. Then I asked the little ones if they would like to go and see their new friends in their house and sing some of our songs to them. They seemed delighted, and we entered the hall. We were met by the superintendent, who welcomed us most heartily. After we had sung a few songs, which were vigorously applauded, one of the grandmothers asked me who were the supporters of this kindergarten, mostly attended by the children of the Russian Jews of the East Side. I told her that the New York Kindergarten Association, mostly Christians, supported this kindergarten and many others. No sooner had I said

this than one of the grandfathers asked the thirty-six old people (the youngest was sixty-five years old and the oldest ninety-two) to rise from their seats and join him in a prayer for the noble Christian society that was doing such good work in our city. * * * *

At No. 10 Horatio street the teachers have had some serious problems in the children who are delicate in health and greatly neglected at home. One little chap, Tony Carlucci, was taken to the country by the kindergartner, and her first duty was, of course, to bathe him. She asked him how his mother washed him, and he said: "She wash me wid my clothes on." The teacher says he came to her many times during the visit and said: "I clean, my clothes all clean."

Another teacher writes of Carlo, a much neglected child: "Carlo had been very ill before kindergarten closed, and my last visit to him I could not forget. He looked so sick and weak, his little face, with his cross-eyes, kept haunting me. I felt sure the little fellow would not live through the summer if he did not get away. I determined he should get some country air, and I mentioned his condition to one or two people here. To my surprise, the next day I received \$35 from friends for a fresh air fund. The children were gotten ready to go, and I went down to New York and brought them to Darien—ten Italians to stay ten days. Four were my kindergarten children, and the others were their brothers and sisters, as this arrangement was thought best. I left them at the Fresh Air Home, having first made friends on a previous visit with Mr. and Mrs. Woods, who manage it, and are lovely Christian people. In two days I returned, and what greeted me I have not the power to describe; but ten more wretchedly unhappy creatures I have never seen—eyes swollen with weeping, voices hoarse from screaming, and general dejection met my eyes. It was so funny, too, I could not help laughing. The location is so attractive that it seemed as if anyone would be content. I think the kindergarten children would have been had not the older ones kept reminding them that they must go to sleep in the dark at night with no one in the bed with them, etc. However, they all had a beautiful time with me, and kept liking it more and more until when I went to get them they hated to go. I felt so pleased to see how well Carlo

looked; the change was quite remarkable. The mothers were very appreciative when I brought the children back.

In this same Italian quarter the children of the second division were taken to see the blacksmith. He was very kind, showing them the shoes, and shoeing a horse while they were there. On their return to the kindergarten the children were given some picture horse-shoes to sew in outline; after they were finished the teacher cut them out and told the children they could take them home. When the time came to send the children home, three little Italians were missing; search was made for them, and they were found coming out of the blacksmith's shop, and the blacksmith himself bursting with joy over a present of three paper horseshoes.

So often our teachers are the recipients of little gifts from the parents, and these they receive most graciously, because they realize the sense of gratitude these mothers have, and their desire to show their appreciation. This is a Christmas story illustrating the point: "One of our families, who live in one room of the basement of a rear tenement, showed appreciation of our work with little John by sending us each an empty handkerchief box. These boxes the mother makes for a living at seventy-five cents a hundred. She does this to support her family of three boys, as the father has paralysis." * * * *

Another teacher whose work is in a most difficult neighborhood, largely Italian, writes: "I have four mothers whose children have left the kindergarten who keep on attending my mothers' meetings. One of them gave me five dollars for our picnic. Of course she is in better circumstances than the rest, but she lives in a very plain way and works hard. She requested me not to tell the others, as she feared they might think she held herself above them. I expect to have a larger list of outside mothers next year, which will entail more outside visiting. You asked me some time ago to write out for you some of the things I did for my people outside of my kindergarten work. There are other teachers who do more than I, especially those who teach in the Settlements. After vainly trying to persuade Mrs. Bricea to take Louis to have his hip examined, I took them both to the Post Graduate Hospital and went with them every time he had to be treated. She had not the

courage to go alone. I visit at the homes of children who have left the kindergarten, especially if there is sickness or death in the family. I have shopped for mothers who were too sick to go out; gave one child who was not well enough to go to school lessons in primary work for six months, so that she would not be behind the other children who left the kindergarten when she did. I made a (handsome) velveteen bonnet for Jerry's grandmother. She had just come from the hospital, where she had been laid up with a broken collar bone, and I asked if I could do anything for her. To my surprise she said she would like a bonnet, and I thought she was justified when she showed me her old one. She did not want one of the 'horseshoe' bonnets, and I was quite gratified that what I made was satisfactory."

In the twelfth annual report the superintendent told the story of a garden; the sequel was so interesting, she ventures to repeat the story as it came from the teacher: "The yard where our garden is was used all summer by the roughest boys for a ball ground on certain afternoons; on other afternoons all the neighborhood of children used it for games and swings. But in spite of all this the garden survived and the interesting spot was respected, and many enjoyed picking the flowers as they bloomed—so we were told on our return. We raised, from the seed, squash most successfully, corn, plenty of radishes, which we ate, and also sent some radishes, morning glories, and nasturtiums to Dr. Stone. The children watched me make the tiny furrows, and they and I planted the seeds; yet they always looked doubtful and quizzical when we picked the vegetables that had grown from them, though they waited for the first tiny green sprouts and watched them grow. When we proposed a garden every one discouraged us, and the mothers said: 'Never would those bad boys leave it be.' We met those boys on both sides of the fence, and often while they were scaling it we never lost our faith in them to them. We invited them into the kindergarten when we were mounting work, and we were in our most beguiling moods always with them, and we think that we won." * * * *

Another writes: "We expect to have our own pumpkin and squash seeds for nature work in the fall." She tells me the following story: "The baby of the kindergarten, just three and a half years

old, lived this spring through her first experience of seed sowing, and was so impressed by it that she went home, pulled some forget-me-nots from her best hat and planted them in a little bit of earth, possibly thinking to provide flower wreaths for the family." * * *

The superintendent hesitates to relate the following story, and yet it illustrates so well the poverty and degradation of these little children, it may serve a purpose: "When the kindergarten opened in September, 1902, we had with us two children whose home was down in a cellar. When given some seeds to play with, the boy, Phillip, made three rows of brown seeds; the first, he said, were bed bugs; the second, cockroaches; and the third, lice. He knew nothing else to make. When shown a picture of some birds on a branch of a tree the little girl said they were rats. About two weeks ago the little girl came into the kindergarten hugging something up in her arms carefully covered with her dress. When I asked her what she had she showed me a little tin pail filled with pebbles, and sticking up in the middle was a piece of hay. She had tried to plant it, and she told me it was her 'fower' (meaning flower)."

The beginning of the neighborhood spirit, noted in last year's report, became a great and splendid factor in our work, reaching out and including kindergartens and their constituencies not belonging to the association. Many joint meetings were held, and a strong bond established between these heretofore strangers. At one of the joint meetings of our own kindergartners there were three hundred people present. * * *

The need for more kindergartens is very pressing. There is an appeal from Thompson street, a very poor Italian quarter, and the need is great. Little children are there on the streets in swarms. The rooms are offered rent free. Two of the old association kindergartens had the good fortune of opening in beautiful new rooms, one in the East Side House Settlement, and the other in the Henry Street Settlement (Nurses' Settlement).

Only five of the twenty-three kindergartens are now without a milk supply, and we hope that some generously disposed reader of this report will offer to give it to one of these. To furnish milk and crackers for fifty children for one year costs about \$100.

One of the most gratifying incidents of the year was the opening of a new kindergarten in the San Salvatore Mission, a very poor Italian district, the gift of Mr. C. Adolphe Low. Through some change in the policy of the management of the West Side Neighborhood House, the kindergarten was taken from the control of the association. * * *

Next in importance to the constant and insistent need for more kindergartens comes the necessity for a building for the New York Kindergarten Association, which should become the center of all the kindergarten interests in New

York. Such a building would pay as an investment, and would add great dignity to the work of the association. There is no place for what has grown to be the large assemblages of the teachers of the association, to say nothing of the great need of a room which will also accommodate their guests. The offices are badly situated, and there is literally no place in this greatest city of America where a kindergarten convention could be held, with the associations and appliances of this work. Educational life and events are of too little importance in this great center. Who will start the ball rolling?

ITEMS OF INTEREST.

To increase interest in its work, the general committee of the Brooklyn (N. Y.) Free Kindergarten Society decided this fall to plan its meetings so as to provide more variety than in past seasons. With this end in view it was resolved that the committee meetings should be held from time to time at the various kindergartens under the auspices of the society, and that a paper or address by a distinguished writer or speaker on kindergarten work be made a feature of each meeting. The December meeting was held the 15th at the Woman's Club kindergarten in the Warren street M. E. church, corner of Smith and Warren streets, and the speaker, Miss Cynthia P. Dozier, superintendent of the New York Free Kindergarten Association, presented *The Relation of the Kindergarten to the Social Life of the Community*. Miss Jennie Nicolson of the Woman's Club kindergarten gave an account of her work, and told a number of stories illustrating the value of the teaching in the lives of the children. Tea and cakes were served after the program. The Brooklyn society has twenty-three kindergartens under its care, a larger number than that of the New York organization, although the Manhattan society is the older. During the past year the Ellen E. Doty kindergarten was organized by representative women connected with the Brooklyn Orphan Asylum Society and added to the list of the local society. The Hoagland kindergarten, located for many years corner of York and Gold streets, was, during the

past twelve months, transferred to the parish building of St. Mary's P. E. church on Classon avenue, and a letter expressing appreciation of the work of the kindergarten from the Rev. J. C. Jones, rector of St. Mary's church, appears in the annual report just issued by the Brooklyn organization. The kindergarten connected with the Maxwell House on Concord street, and formerly under the care of the kindergarten society, was last year taken in charge by the Board of Education. The officers of the society for the ensuing year are: President, Francis Ransome Lane, Polytechnic Institute; vice-president, Mrs. E. T. Brockway; honorary vice-president, Frank L. Babbott; treasurer, Frederic B. Pratt; secretary, Mrs. M. G. Atwell, Pratt Institute; corresponding secretary, Mrs. I. F. Russell; supervisor, Miss M. H. Waterman, Pratt Institute.

The regular monthly meeting of the Chicago Kindergarten Club was held Saturday, December 12, in the rooms of the Chicago Women's Club. Prof. George A. Coe of Northwestern University addressed the club on *Religious Training*. Professor Coe said in part, that there is now a general movement in favor of religious education. This movement has been brought about by the emergency which faces us at present. The growth of population and the conditions in cities makes it hard for children to grow up without infection, and these conditions also do away with much of the home religious training which children in smaller towns are sure to get.

The new philosophy of education is helping along this line; the Sunday schools are recognizing the principle of self-activity more and more, thus showing the movement toward religious training is becoming general. At the close of the meeting a rising vote of thanks was given Professor Coe for his very helpful address. Miss Howe, lately returned from Kobe, Japan, gave a brief account of her work in Japan during the past fifteen years, advocating simplicity and earnestness in the training of children.

The Salem (Mass.) School Board has directed the superintendent to prepare and present a supplementary report showing just the work accomplished by the kindergartens in the way of special advancement of its graduates entering the primary classes over those not taking the course. Mayor Peterson feels that the citizens are entitled to this information of the results obtained from an expenditure of \$6,000.

At the December meeting of the Los Angeles (Cal.) Board of Education a report from the teachers' committee was adopted which recommended that kindergarten rooms be opened in Fremont avenue, Union avenue and Twenty-first avenue schools, and the following assignments be made: Union avenue, Isolda Butler, director, and Elizabeth Maynard, assistant; Casco street, Edith M. Furrey, director, Adelaide Harris, assistant; Twenty-first avenue, Loretta Spellmyer, director, Emma Bumiller, assistant; Fremont avenue, Augusta Carhart, director, Grace Allen, assistant; Ninth street, afternoon session, Elizabeth I. Gibson, director; Twenty-eighth street, May L. Elmendorf, assistant; Boyd street, Helen Plimpton, assistant; Temple street, Lucie Alexander, assistant.

Miss Schroeder is in charge of the kindergarten department which has recently become a part of the public school system of Coronado, Cal.

A new project not yet completed in connection with the Mothers' Club of Fair Haven, Ct., is the establishment of a kindergarten in Bushnell Hall, under the direction of Miss Maud Beach. The club has arranged a course of lectures, the proceeds of which will be devoted to this purpose. The first lecture given by Rev. Mr. Irvine on *With Millet Through Normandy*, January 8, was illustrated by stereopticon views. Succeeding dates

with their subjects and speakers are as follows. All are illustrated with views: January 20, *The Passion Play*, Mr. Irvine; February 3, *Literary Landmarks in England*, Mr. Irvine; February 17, *Camping Through Switzerland*, Rev. Anson Phelps Stokes; March 2, *The Rhine*, Rev. W. F. Dickerman; March 16, *Footprints of John Davenport in England and America*, Mr. Irvine.

A kindergarten in charge of Miss Nellie Anthony was opened in January in the new Ericsson school building, Moline, Ill.

An event which has created much interest in kindergarten circles is the formation of a class of twenty of the younger leading training teachers of the country, which is to receive a three months' course of instruction from the pioneer in the kindergarten movement, Miss Susan E. Blow, in Washington, at the Phoebe Hearst Training School during the spring months. Mrs. Phoebe Hearst assumes all expenses of the class, and entrance to it is only through Miss Blow's personal invitation.

The Syracuse (N. Y.) Kindergarten Association elected as officers for the ensuing year: President, Miss Katherine McDonald; vice-president, Miss Bernice Jillson; secretary, Miss May E. Wilson; treasurer, Miss Rebecca Barnard. Wishing to pursue some line of work especially helpful in the daily kindergarten life, the club secured Miss Fannie M. Sherwood, assistant teacher in the training school, for a course in blackboard crayon work. From her first talk on perspective and the use of the crayons much help was received. The practical work will consist of making, under supervision, sketches illustrative of the various topics taken up in kindergarten during the year.

Through the kindness of many friends the kindergartens of Public School 180, Manhattan, had a most enjoyable Christmas celebration. The mothers were invited to come at half past ten, the invitations being sent in colored envelopes made by the children and sealed with small motto pictures. The tree was decorated with the usual balls, chains, and strings of various kinds. One day was spent in popping corn and stringing it for the tree. Each child (with a few exceptions) made two presents, either octagonal needle books whose covers were ornamented with stars made by

sewing without a needle, and fancy cards mounted on gray cardboard and decorated with sewing, or transparencies made of folded Japanese paper on which a small picture was pasted and a calendar mounted with parquetry designs. After singing a few songs the presents were given to the mothers, and then came the best part of the program. The children had been asked to bring their stockings and hang them in the kindergarten room, and they now went in to find them filled. Each child had a box of animal crackers, a candy animal and an orange; there was also a doll for each girl and a toy for each boy.

The first annual report of the Temple Kindergarten Association, Birmingham, Ala., has been prepared by its president, Samuel Ullman. The kindergarten was opened December, 1902, and at the beginning of the current year, the outlook suggested the employment of an additional teacher. Miss Ida Gelders was appointed to assist the principal, Miss Carrie Ullman. The enrollment is now seventy-one, with an average attendance of sixty.

A charity ball for the benefit of the free kindergarten was held at Muncie, Ind., December 30.

The school board of Manchester, N. H., at a recent meeting, without a dissenting vote, adopted the report of the special committee appointed to consider the proposition of the Manchester Kindergarten Association to install the kindergarten as a part of the public schools. The report was read by Harry L. Davis, chairman of the committee, and recommended that the city accept the offer of the kindergarten association, and that \$800 be added to the salary list to pay the salaries of the teachers. It was also recommended that the appreciation of the board for the achievement of the women who founded the kindergarten be expressed to the association. The kindergarten passed under the control of the board immediately and was opened January 4.

A free kindergarten is to be established at Wheeling, W. Va., by the King's Daughters, and the erection of the building has already been begun.

The Kelly Kindergarten Association of Charleston, S. C., held a handkerchief sale in December for the benefit of the free kindergarten.

The Milwaukee Mission Kindergarten Association has issued its annual calendar of the kindergarten and settlement work done in the city under the auspices of the association. Five branches are carried on in different parts of the city.

The free kindergarten which was opened in December at the Columbia school, Colorado Springs, Col., has proved a great success, the enrollment being forty instead of twenty-five as was expected, and in consequence the teachers now have a problem to solve as to providing increased accommodations. Miss Moore, a graduate of the training school of the University of Chicago and also of the Wheelock school at Boston, is in charge of the work, and her assistant is Miss Cora Draper.

Miss Josephine Jarvis of Cobden, Ill., has translated the third part of Froebel's *Pedagogics*. This completes the translation. Fifty more subscribers are needed that the work may be published. The book will contain an account of the Altenstein festival; suggestions for the formation of, and plans for the carrying out of, parents' educational unions; a speech at the opening of a kindergarten at Hamburg; a plea for the establishment of a burgher's kindergarten and a report of same two years later; a collection of thirty-four kindergarten songs and plays with music, compiled by Langenthal. The chapter on the festival describes and gives the meaning of each play and shows different groupings to illustrate a central idea. The retail price of book when published will be \$1.00; wholesale 75 cents; all who wish to purchase the book please send name, address and \$1.00 to Miss M. Elizabeth Lombard, 921 Beacon street, Boston, Mass. Kindly interest others in this work. Miss Jarvis has generously offered ten cents of every subscription to the Elizabeth Peabody House.

The Davenport (O.) Kindergarten Association held its December meeting at the home of Mrs. Ralph W. Cram on Rusholme street. One of the features of the meeting was a discussion incident to the Christmas season, which was preceded by a reading, *Is there a Santa Claus?* The question, *Shall we tell the Santa Claus Myth?* was discussed, and developed the trend of kindergarten sentiment toward the teaching of all of the old and beautiful myths if used in the right manner, making Santa Claus stand

for remembrance and giving. Mrs. George M. Bechtel read a selection on *The Gifts Used in the Kindergarten*, and Mrs. Julius Goos read one on *The Occupations Used in the Kindergarten*, both being from a little book, *The Kindergarten in a Nutshell*. Light refreshments helped to give the meeting a social cast. The association's public kindergarten in the Grand avenue school is unable to meet the demands upon it and is abundantly proving the popularity of the kindergarten and the need for more of them.

The Sacramento (Cal.) kindergartners enjoyed the hospitality of the training class at a luncheon in December. The affair took place in the kindergarten room of the new schoolhouse at Twenty-eighth and G streets amid Christmas decorations of greens and holly. The tiny tables had an unusual weight of snowy linen, fine china and silver, and dainty edibles. They were arranged in the form of a hollow square, around a center piece of holly berries and mistletoe, from which trailers of smilax radiated to the four corners. The place cards were tiny Christmas pictures bearing on the reverse side the initials and the motto of the class, O. K. T. U., "Man finds selfhood only to lose it in love."—*Le Conte*. At each place there was also a sprig of mistletoe, and a cardboard box of sweetmeats tied with red ribbon and decorated with holly. After the dainties had received full justice, Misses Laura Dierssen and Frances Connelly played a violin duet, with piano accompaniment by Miss Adelaide Dierssen. Miss Emilie Connelly then recited *The Ruggles' Dinner Party*, from the pen of the well-beloved kindergartner, Kate Douglas Wiggin, after which Mrs. Wiggin's health was drunk. A social hour which was passed with kindergarten games and songs closed a delightful and unique affair.

Superintendent Maxwell reports that the number of children in New York city public school kindergartens this year is 14,357. In 1902 the number was 10,875. The increase in one year was thus 3,482.

Three new free kindergartens have been started this year and placed under the supervision of Miss Emily D. Wright of Lansdowne, Pa. One is in the Schuylkill district of Philadelphia, with Miss Ella Porter in charge; the second in

Darby, Pa., under the care of Miss Bessie Bacon; and the third in Clifton, Pa., in charge of Miss Elizabeth Baldwin. All are doing excellent work.

A free kindergarten was opened in St. Mary's church, Waterloo street, Quebec, Que., December 7, with Miss Mary Burditt in charge, assisted by Miss Ella Vanwart.

The Cohoes (N. Y.) Kindergarten Alumni held a reunion, December 26, at Craigs hall on Remsen street. There were about twenty couples present, a number of guests from out of town attending. It was a most pleasant event and all had an enjoyable time.

Miss Lulu Thistlewood of East Machias, Me., opened a kindergarten, January 4.

The kindergarten at Ridgefield, Ct., is in running order again with thirty-five children. Miss Cleaves and her assistant are doing good work.

The Eagle and Phenix kindergarten, which was opened in Phenix City, Ga., last fall, by the Eagle and Phenix Mills for the benefit of the children of its operatives, has already thirty-five children in attendance. The kindergarten is operated under the auspices of the Columbus Free Kindergarten Association, and is in charge of Miss Leola Patterson, assisted by Miss Mullins of Phenix City, and Miss Toombs of Washington. The first meeting of the mothers of the children who attend the kindergarten was held the last of October and was largely attended by the parents, who manifested a very lively interest in the kindergarten, and seemed to appreciate very much the good work that the kindergarten is doing. These mothers' meetings will be a regular feature of the kindergarten work.

Meriden, Ct., opened its first public kindergarten in the Franklin street school building November 3, in charge of Mrs. Harriet H. Barnes, assisted by Miss Hattie Foster. Forty-three children registered the first morning.

Miss Emily H. Viets is principal of the Detroit (Mich.) kindergarten training school, in place of Miss Clara W. Mingins, who recently resigned.

At the December mothers' meeting of the East Jacksonville (Fla.) kindergarten, the work of basket making was be-

gun under the direction of Miss Bailey, and will be continued through the term, when the finished work will be sold for the benefit of the kindergarten.

An illustrated lecture recital on Parsifal was given by Hans Schneider of Boston at Foy auditorium, New Haven, Ct., December 30, in aid of the Elm City Free Kindergarten.

Miss Ellen Mayor has resigned her position at the Willow street kindergarten, Woonsocket, R. I., having received an appointment in the Pawtucket kindergartens.

A meeting was held at Indianapolis, Ind., December 29, by about sixty-five kindergartners and normal students, to form a kindergarten section and to ask admission to the State Teachers' Association. Mrs. Eliza A. Blaker was chairman and presented the reasons why the kindergarten, the beginning of all educational work, should have a representation in the state organization. The nominating committee was: Miss Lenora Eldredge, Mrs. M. M. Shirk, and Miss Edna Van Nuys of Franklin. The following officers were elected: President, Mrs. Eliza A. Blaker, Indianapolis; secretary, Miss Edith Surbey, Indianapolis; executive board, Miss Stella McCarty, Indianapolis, Miss Florence Harrison, Anderson, Miss Annie Posey Barrows, South Bend. A letter was presented to the state association to-day asking admission for the kindergarten section.

A Christmas bazaar for the benefit of the Henry Booth House, Chicago, Ill., was held under the auspices of the Woman's Union of the Ethical Society, in Steinway hall, December 16.

The Sunday Kindergarten Association, New York city, which entertained more than a hundred and fifty poor children at 71 Centre street on Christmas day, gave a large Twelfth Night party on January 7, at 178 Park row, with the procession of the twelve torches and a mammoth Twelfth Night cake weighing seventy-five pounds.

Prof. Earl Barnes addressed the Jenny Hunter Alumnae Association, New York city, at the meeting held January 22.

One of the finest tributes has recently been paid to horses in the form of a Memorial Drinking Trough and Fountain placed October 24 at Burstow, Sur-

rey, England. The inscription reads as follows:—

In Memory of the Mute Fidelity
Of the 400,000 Horses
Killed and Wounded
At the Call of Their Masters
During the South African War,
1899-1902,
In a Cause of Which They
Knew Nothing,
This Fountain is Erected
By a Reverent Fellow Creature.
It was the gift of William Gibb of
Rede Hall.

A bazaar held at Elks' hall, Anniston, Ala., in December, for the benefit of the free kindergarten was a great success.

Miss Frances P. Giddings, assistant in the kindergarten department of the Center school, East Hartford, Ct., has been promoted to the head of the department in place of Miss Martha A. Burrell, resigned. Miss Mabel De Barthe of Hartford has been engaged as assistant.

A kindergarten under the auspices of the Free Kindergarten Society was opened at the Nathan Morris House in South Illinois street, Indianapolis, Ind., December 14, with eight children, in charge of Miss Edna Johnson and Miss Hazel Lipinsky.

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as mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is tenfold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, O., contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free.
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Kindergartners who are willing to change their location for a better salary and advanced positions, should address Mr. Orville Brewer, Teachers' Coöperative Association, 100 Auditorium Building, Chicago. Mr. Brewer has frequently been called upon to fill such positions as principal or assistant in the public kindergartens of Milwaukee, Cincinnati, Covington, and other large cities, as well as private kindergartens. He prefers those with large experience, but often has positions for beginners who have had a thorough preparation.

Mrs. Helen M. Drake, who resigned her position in Omaha on account of the illness of her daughter, is to open a kindergarten in Alameda, Cal., in February. It will be under the direction of the West End Kindergarten Association, recently formed by Christ church. The association hopes to bring about the introduction of the kindergarten into the public school system which already has a so-called "receiving class" for children of six years.

On January 5, Drexel Institute of Philadelphia inaugurated five courses of lectures on the Theory and Practice of the Kindergarten, by Miss Caroline M. C. Hart, formerly of the Baltimore Training School. These lectures are to continue throughout the winter and spring, and on September 1 a high grade

kindergarten training school will be opened under the direction of Miss Hart, to have a three years' course, senior, junior, and graduate. The five courses of lectures now running at the institute are as follows: 1. Study of the Mother Play. 2. Program Class for Kindergartners. 3. The Mother Play in Its Relation to the Home. 4. Songs and Games of the Mother Play. 5. The English Historical Plays of Shakespeare. Miss Hart will also give two public lectures this winter at Drexel Institute, subjects, Intellectual Awakening of Europe in the Nineteenth Century, and Shakespeare's Play, Richard II, viewed in the Light of Philosophy of Education. This news from Philadelphia is very encouraging, and will add much to the cause of education in that city.

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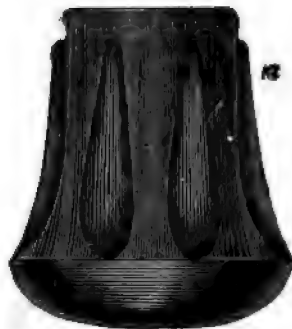
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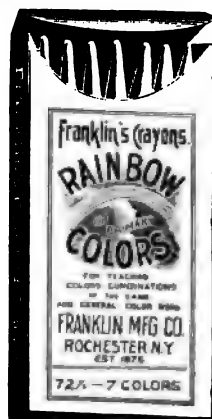
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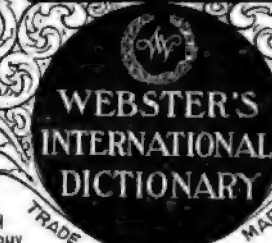
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KINDERGARTEN REVIEW

VOL. XIV.

SPRINGFIELD, MASS., MARCH, 1904.

No. 7.

THE FEATHERS OF THE SPIRIT.

BY NORA ARCHIBALD SMITH.

DOES any one read George Chapman nowadays? Does anybody know *All Fools*, *Eastward Ho*, *Revenge for Honor*, or *The Gentleman Usher*?

There be few that turn the yellowed pages of this old dramatic poet, I fancy, save they belong to the company of those who always take up an old book whenever a new one is published. Of this small, inglorious band am I, by birth, a member; and so it happens that I know what Chapman said about Woman in *A Gentleman Usher*:—

“ * * * * * her wing'd spirit
Is feathered oftentimes with heavenly words.”

Is the saying true to-day, I wonder, or did it hold good only between 1557 and 1634? Our spirits are still wing'd, no doubt, but how about the

feathers? Are some of us scudding under bare poles and some scrambling awkwardly along like half-grown, half-fledged chickens?

One can but fancy the spirit feathered with heavenly words, as like unto a white seagull's breast in the sunshine, — shimmering, shining, spotless, deep-rounded with soft plumage, each quill, each vane in rightful place and laid in beauteous order. Alas! our spirits to-day are not so clothed upon, and the pity is not so much that they are not fully feathered as that we fail to realize and commiserate their bare and shivering nakedness.

Professor Lounsbury of Yale University has lately been writing some interesting papers on *The Standard of Pronunciation in English*, in one of which he says:—

"There is a body of English words, certain pronunciations of which every cultivated man the world over recognizes at once as belonging to the speech of the uneducated or the imperfectly educated. We characterize them as illiterate or provincial. The use of them stamps everywhere the present social condition of the speaker or proclaims the class from which he sprang."

The Bible reader might almost convict the learned professor of plagiarism on this point, for Saint Matthew long ago said: "For by thy words thou shalt be justified, and by thy words thou shalt be condemned." So it was with the children in the fairy tale, out of whose mouths dropped toads and diamonds; and so do we daily, in our unconscious speech, betray to all that listen, our birth, our breeding, our family associations and the company we keep, whether of men or of books. The study of grammar and composition, as commonly conducted, seems to have little, if any, bearing on the use of correct and beautiful English; our first copies in conversation are set in the family circle, and when we can trace these, we follow after the speech of friends and neighbors.

It is because early influences in language are as invincibly strong as those in morals that the kindergarten's responsibility toward her charges is so great. Unfortunate kindergarten! It seems sometimes as if, like poor Sarah Maud in *The Birds' Christmas Carol*, "the whole dinner party set right square on top o' her"! The position of corner stone is, of course, a great and dignified

one; but the weight of the building overhead is heavy to bear, and one would sometimes like to change places with the gilded and frivolous weather vane.

We cannot set aside the facts of our own birth and early association, if these have been adverse; but we can at least, if we are in the position of models to a large and frequently changing group of imitators, cultivate the habit of listening to our own speech and discovering wherein we are at fault.

Do we half pronounce, clip, swallow, or gabble our words? Do we constantly drop our g's? Do we invariably "guess," when we mean that we believe, or we fancy, or we suppose? Is "all right" so much a part of our verbal equipment that we may be known by the phrase, as was the child equilibrist in the famous Japanese company? Do we continually say that we do *not* think so and so? Do we carelessly speak of *those* kind of children? Do we keep our skirts clear of a sort of professional shibboleth that lies in monotonously imputing family names and relationships to objects of whatever kind so long as they are of varied size, or in robbing the word "story" of its inherent and delightful meaning and transferring it to formulæ of numbers, for instance, as, "Two beads and one bead are three beads"? Do we make use of such raw and undigested words as "enthuse"? Do we find everything "perfectly great" or "perfectly grand"? Do we—horrible but possible supposition—speak of our work as "fierce"? Do we (mis)call our beloved leader

"Frubbel" or "Fraybel"? Such pronunciations, impossible as you may think it, are quite as common as "episcobal" and "kindergarden," and both may be heard on any fine day from more or less cultivated lips, if you will listen carefully.

I have given but a handful of comparatively vulgar errors, faults in taste, slang phrases, and colloquialisms picked up at random, and you who read may be answerable for none of them. It is doubtful, however, if any of us realize our own faults of speech, and here perhaps a phonograph might be of service. Could we once hear unrolled the merciless record of our daily conversation, it is probable that most of us would hastily seek admission to a Trappist monastery and there remorsefully put up the shutters of eternal silence.

There are a few errors in written English into which, by testimony of his productions in many educational journals, the pedagogue is especially prone to fall. His addresses and papers, in the first place, commonly bear the hall-mark of "along these lines," to which phrase he is as devoted as are the attendants at prayer meetings to "each and every."

Although a pedagogue and presumably somewhat familiar with the classics, it appears that he has an especial fondness for linking together words of Anglo-Saxon and Latin derivation, having the same meaning, speaking, for instance, of "*healthful*, sanitary conditions." "Vital life" is another of his tautological expressions. This same heedless writer has an inveterate habit of referring pro-

nouns back to anything and everything in the sentence, rather than to their own antecedents. To undue haste and the nervous strain incident to the profession of teaching, some of these lapses of the pen may perhaps be attributed, but shall we credit the continual splitting of infinitives to the same account? True, in this, the hands of the pedagogue are constantly upheld by many of the daily newspapers and magazines, and even the Sunday sermons, and it is not so much to be wondered at that constant evil communications corrupt good manners in this case.

The unwary writer, pedagogic and non-pedagogic, is frequently ensnared by inconsistency of form. He begins a sentence prayerfully, making use of "thou" and "thine," and then, forgetting in his haste what manner of pronoun he has employed, whisks about and closes with "you" and "yours." With equal inconsistency he employs, in the same sentence or stanza, "loveth" and "loves," "guideth" and "guides," as if these incongruous verb forms were of one style and dwelt together in rhetorical amity.

As may be suspected, these last errors are usually committed when the enthusiastic writer "drops into poetry," for here feeling and emotion frequently break the trammels of grammar, as when the lover sings,—

"When oft she kisses Carlo's nose,
Oh, don't I wish that I was those!"

It will be seen that the errors here given, both spoken and written, are largely due to carelessness. Most of

them would be recognized if heard on the phonograph; many of them would be noted in attentive reading. Those of us, however, who cannot lay to our charge any such errors of commission, may yet have sins of omission to answer for. Are the feathers of our spirits moulted at proper times and seasons, or are we wearing the same worn, dusty plumage we assumed long ago? Are we adding to our vocabulary year by year, casting aside terms and phrases that no longer fit us and assuming new ones?

Are we

"Delvers in such apt and gracious words
That aged men play truant at our tales,
And younger hearings are quite ravished"?

That, perhaps, is a result too great to be expected from all save those who are born artists in words; but we can at least so far improve ourselves that aged men will not fly from our recitals, if they do not drop their tasks to listen to them.

We are blest at the outset in being freemen of the English tongue. Do you know what Story said of it?—

"Give me of every language, first my vigorous English
Stored with imported wealth, rich in its natural mines—
Grand in its rhythmical cadence, simple for household employment—
Worthy the poet's song, fit for the speech of a man."

When we once realize that the proper use of this glorious mother tongue of ours is largely a matter of imitation, of reproducing that which we have heard or read, much more

than of giving heed to rule and precept,—when this fact is realized, we know what we must do. And here the dweller in the wilderness is as rich in resource as is the man who is but a bee in a great city's hive, for it is all, or nearly all, a matter of reading when once childhood is left behind. Happy he who fed his fill of fairy tales in those early days; for the fairy tale in its simple picturesque style, its clarity of thought and perfection of form is one of the best of foundations to build language on. Happier still he whose mother read the Bible to him and set him verses and passages to learn; for the rich and varied diction, the sonorous phrases, the striking figures of speech, will have become a part of him, built into the very structure of his mind.

For those of us whose childhood held no such advantages the matter is more difficult, but still the masters of literature are waiting to teach. I believe the reading of poetry to be especially useful to those desirous of becoming masters of English style, for no one can fail to be greatly influenced by constant converse with "the flutists, the violinists, the organists of our great English speech." You know that Taine said, "By so much as the English are inferior in the other arts is their superiority in poetry"; and because true poesy depends not only on noble thought, but on noble words arranged as nobly, is it advantageous for him to study who desires to "grace himself with all the power of speech."

Read the Bible, then, read poetry, read the great historians, the classic

novelists, the essayists all, and especially our own Emerson—

" * * * whose rich words, every one,
Are like gold nails in temples to hang
trophies on."

Do not disdain an occasional study
of the dictionary, which is really a
surprisingly interesting volume, con-

taining inexhaustible mines of curious information; cultivate a habit of discrimination whenever you speak or write, listen or read, that so you may be able to judge of the right word rightly used; and finally, wait till to-morrow before you read the book of to-day.

THE GOLD OF SPEECH.

BY MABEL PERCY HASKELL.

GUARD well thy words—
How else canst thou be master of thyself?
Well-poised and courteous speech can make thee king
Among thy fellow men.
Keep watch upon thyself
And govern well thy lips as doors unto a treasure house,
That nothing may be stolen from thee unawares
By sudden moods.

—*Selected.*

THE LESSON IN "THE KING OF THE GOLDEN RIVER."

BY BEATRICE H. GUNN, DORCHESTER, MASS.

SO seldom do our great writers leave us anything written purely for childhood, that, in these days when literature for children is receiving so much attention and is broadly recognized as an important factor in education, we are grateful for any suggestion we can glean from those

whose knowledge is deeper and whose vision is clearer than our own.

In the case of Ruskin's *King of the Golden River*, we have a strong incentive to study, for it is the work of a conscious educator, of a man whose life was devoted to the solution of the problem that confronts every

teacher, — that of communicating ideas. It is true that the story was written in early youth and with a merely casual purpose, yet it embodies the teachings of some of the world's greatest thinkers and presents some basic principles in a less complex manner than do many more studied works.

The story is especially interesting to the kindergartner from the fact that it contains an exposition of the fundamental kindergarten idea—to cultivate the child's moral intuition or what the Germans call "*Anschauung*," and define as a quality in the human soul transcending reason.

It may seem like folly to attempt to cultivate this quality in children, when reason, which it transcends, is but feebly developed. But, according to Ruskin's view, reason—the faculty which deduces from material things—is but an accessory to be trained as a willing handmaid to this higher quality. This quality exists in children in a more untrammelled state and is more susceptible of development than among grown people, for among the latter, reason, instead of being a willing servant, becomes all too often an arrogant master, confining the mind to a sense of the purely material, while, on the other hand, the child is a true idealist and his spiritual nature is as yet but little fettered and therefore is free to develop.

This view justifies Ruskin in writing his teachings in allegory for children with the expectation that they will not fail to profit by them. Hans and Schwartz may remain for the

child living characters. The fact that they are the abstractions of human vices Ruskin does not expect him to see; but some sense of the truth of things in this world and a strengthened sympathy with right he does expect him to get. He does not think that the child's appreciation will be deepened or his understanding broadened by translating an allegory back into matter-of-fact, as grown people are so fond of doing; nor are we justified in assuming that the *King of the Golden River* counsels us to give the child garbled notions of natural phenomena or in devoting ourselves to the exclusive cultivation of the ideal part of his nature; for Ruskin has here clearly indicated reason as an absolute essential to human accomplishment—but only when subordinated to the native teachings of the heart.

This theory is not original with Ruskin, but has been expressed by a great many men, and conspicuously by the great Christian poets, from whom we can take two striking examples in Goethe and Dante. The former has wisely stated that the problem of mankind is to reconcile the spiritual with the material side of his nature without slighting either, and in his *Iphigenia* he has shown how utterly subservient the material part should be to the spiritual. In this drama, Orestes, inheriting all the physical force of his Tantalian ancestry, whom it had made sufficiently powerful to war even against the gods, and piloted by material worldly wisdom in the shape of Pylades, is yet incapable of peace or

worthy purpose until brought under the sway of the calm, serene, unconscious wisdom of his sister Iphigenia. Her wisdom is purely spontaneous and goes directly counter to the carefully wrought out design of Pylades; but an indefinite moral sense directs her aright, and events prove that this moral intuition discovers the will of the gods, which was hidden from the elaborate wisdom of Pylades.

Dante, in his *Divine Comedy*, shows the mutual helpfulness of the spiritual and material in man; but here again the material is but an accessory to the spiritual. Virgil represents wisdom obtained by a diligent and reverent use of reason; his wisdom is the highest development of the purely practical, but it is limited in its possibilities. He always sees the spiritual through the material, while Beatrice sees the spiritual direct. Thus while Virgil can show Dante the moral value of all our actions, their inevitable result, and the way to heaven, Beatrice alone can lead him into heaven's sacred precincts and into the presence of the Most High.

The King of the Golden River shows the child, like Iphigenia and Beatrice, standing in direct communion with the spiritual world, and with his moral intuition as yet sensitive and but little dulled by his material surroundings. Ruskin believes that

his only duty as a teacher is to have an absolutely sure conception of what is intrinsically right and intrinsically wrong, and that then, though this conception be expressed even indirectly, the child can be depended on to assimilate it in proportion to the strength of his moral instinct. From this unconscious assimilation, Ruskin expects to give the child an orientation in the moral world, and this orientation has for its pole the fact that all our relations with our fellow creatures and our natural surroundings should be guided by sympathy and love. He wishes to impress on the child that there is a kinship between us and all created things, animate and inanimate, and that they are to be sympathized with and loved, not merely enjoyed. He shows that anything done with this generous principle in mind is sure to be a blessing, while anything in defiance of it is sure to be a curse.

But it is not on the ground of expediency that Ruskin talks to the child. Not because virtue is successful would he have the child love and practice it, but because it is the thing the child's moral nature craves, and because it is his duty—which he should willingly perform even if disregard of it were not to be attended by disaster.

A CHILD POEM BY RUSKIN.

THIS art-gift of mine could not have been won by any work or by any conduct; it belongs to me by birthright, and came by Athena's will from the air of English country villages and Scottish hills. I will risk whatever charge of folly may come on me for printing one of my many childish rhymes, written on a frosty day in Glen Sarg, just north of Loch Leven. It bears date 1st January, 1828. I was born on the 1st of February, 1819; and all that I ever could be, and all that I cannot be, the weak little rhyme already shows.

Papa, how pretty those icicles are
That are seen so near, that are seen so far;
Those dropping waters that come from
the rocks
And many a hole like the haunt of a fox;

That silvery stream that runs babbling
along,
Making a murmuring, dancing song:
Those trees that stand waving upon the
rock's side,
And men that like specters among them
glide;
And waterfalls that are heard from far
And come in sight when very near:
And the waterwheel that turns slowly
round,
Grinding the corn that—requires to be
ground—

(Political Economy of the future!)

And mountains at a distance seen,
And rivers winding through the plain;
And quarries with their craggy stones,
And the wind among them moans.

So foretelling *Stones of Venice* and
this essay on Athena.
—From *Ruskin's Athena, the Queen
of the Air.*

FAMILIAR TREES AND THEIR FLOWERS.

BY MARION MACKENZIE, PHILADELPHIA, PA.

A SHORT time ago some one asked me: "Do all trees have flowers?"

Unless they are too old or too young, or have been seriously injured, all trees *do* have flowers. The reason for this is that they may produce fruits; for in these are always the

seeds which, when planted under favorable conditions, reproduce the plant. The object of the life of any plant is the continuance of its kind. If for any reason this be prevented, from the standpoint of the plant world the plant is a failure. It will therefore put forth every effort to

perform its life work and to do it well. It throws out its advertisement board of bright color, strong scent, convenient form or peculiar structure not for us but for the friendly insect, bird or other coöperative animal.

I am speaking now of the *flowering* plants, putting aside the consideration of flowerless plants, such as the ferns, mosses, lichens, sea-weeds (*algae*), toadstools, including mushrooms, rusts, moulds and mildews, bacteria and their allies.

For convenience I want to divide our trees into two broad classes:—

First: Those which bear bright, conspicuous flowers.

Second: Those whose flowers are of insignificant appearance.

Nature has a reason for everything. Why, then, should there be this difference in the flowers of trees? With the end in view of reproduction.

It will readily be noticed that trees whose flowers are inconspicuous are, as a rule, our earliest spring bloomers. The red and the white maple, the Carolina poplar, the oaks, the beeches, the birches, the alders, and many others bloom before the insects have awakened from their long winter's sleep. Necessarily, therefore, these trees cannot depend upon insects to carry their pollen from flower to flower; they depend upon the wind. The wind has no eye for color, no sense of smell; these early blooms do not waste time, tissue and energy; so we note an absence of conspicuous color or heavy scent in them. They employ all this early time in securing good pollen and in forming their pis-

tils, being sure that their stigmas are viscid enough to catch this wind-wafted, powdery pollen.

Some of our earliest tree bloomers, *i. e.*, the maples, hang their flowers so high (these flowers being, moreover, scentless) and form their floral organs so small as to lead to a popular belief that many of our common street trees are flowerless. I remember, in this connection, that one of the kindergarten students from our training class came to me one day and asked for a branch of red maple from a profusion which we had been studying in class the previous day. She told me that her brother insisted that maple trees never bloomed, and was waiting to be convinced to the contrary. This is but one of many instances of such misconceptions. Another, which I feel I must cite because it is such a serious case, was also told me by one of our students when fresh from the experience. She had been observing in a kindergarten, supposed to be good. It was in the early spring, and the kindergartner prefaced her morning talk by the original remark: "Now, children, of course we all know that trees don't have flowers as other plants do; but let's *make believe* they have, and then I'll tell you a little story." Where ignorance is bliss, it is not always folly to be wise!

The flowers of the Norway and sycamore maples are of the color of the first tender leaves, so that the casual observer might suppose these trees to be in full leafage, when not one leaf had expanded. Others of the same family to which the maples be-

long,—horse-chestnuts and buckeyes, later bloomers, hold up their large pyramidal flower clusters conspicuously.

The oak family shares the characteristic of insignificance of flower clusters with the early maples. The long, pendulous oak catkins, both sterile and fertile, are noticed by few, even when no leaves have expanded. Our birches, beeches, hazel-nuts, alders, chestnuts, ironwoods, all members of the large oak family, are early bloomers, and bear these inconspicuous flowers.

Another early family, of interest because it is so common, is the willow family, whose most familiar members are the willows and our street poplars. The sterile or pollen-bearing flowers every one knows as the pussy willows of early spring. Many see and admire them without realizing that these catkins are many closely aggregated flowers, each of which consists of a furry bract and two stamens whose anthers or pollen boxes are full of pollen. Put a branch of pussy willow in a sunny window for a few days and it will soon be covered with yellow masses of ripe pollen from the matured anthers of the sterile flowers. On a separate tree will be found the pendulous, inconspicuous fertile flowers, also in catkins, but not furry nor attractive in appearance. Although it is early in the spring, the pollen of the willow is insect-carried from the trees bearing sterile flowers to those whose flowers are fertile. Each fertile flower, after fertilization has been completed, develops the tiny fruit whose seeds, when mature, bear soft

hairs that act as tiny sails in the wind, and the seeds are thus cast upon favorable or unfavorable ground.

Our street poplars, notably the Carolina and the balsam poplars, are trees whose flowers are, as a rule, not appreciated, although the pendulous catkin has a graceful beauty all its own. About the middle or end of April the sidewalks below the poplar trees that bear the sterile catkins are seen to be strewn with worm-like objects—a source of great annoyance to the careful housewife. Upon examination these are found to be the spent flowers of the trees, whose pollen has already been wind-wafted to the fertile flowers. To those who will not take the time for more than a cursory glance, these are certainly not flower-like. Some of us, John Burroughs says, carry “glass marbles” in our heads instead of eyes. As an instance of this in the present connection, let me cite an anecdote. Wishing to know the precise date upon which the Carolina poplars bloom in Philadelphia, I asked a friend: “Has your poplar tree borne flowers this spring?” He looked at me in surprise as he answered: “Why, no, it never has flowers; but at a certain season I notice a lot of dirt on the ground beneath it.”

Every one knows when the magnolias are in bloom, whether they be the pure or the cream white, the rose-tinged, the lemon yellow, or the deep purple crimson. The flowers are fully in evidence, appearing before the leaves because of economy of space. Toward the end of April or the be-

ginning of May, in Philadelphia, these lovely flowers throw out advertisements of their spring openings for the insects. It is for them they develop their handsome floral signboards, for them they throw out their delicate perfume. These signs are large and otherwise conspicuous, for insects are notoriously near-sighted, for all their thousands of eyes!

About Memorial Day, another magnolia, the handsome tulip tree, popularly but incorrectly called the tulip poplar, expands its large tulip-like flowers of yellowish green with brilliant orange markings. These exude a superabundance of nectar as an additional attraction to insect visitors. In this tree the flowers are not nearly so numerous as in others of the same family, so it is seen to be in full leafage before any flowers appear.

Another example of evident flowers upon trees is found throughout the rose family. Our apples, pears, plums, cherries, quinces, peaches, all belong to this group, and when apple blossom time comes and peach blossom season arrives, we all know it. The beautiful hawthorn also belongs to the *Rosaceae*. Our mountain ashes, unfortunately so called, and the Japanese pear, the freak of the family, fruiting and flowering at any season of the year, are classed with the roses. Leaving for a moment the trees, this large family also includes our blackberries, raspberries and strawberries, whose flowers are too familiar to need description.

The flowers on our fruit trees arrive, as a rule, a little before the leaves or at the same time with them.

Two other trees are conspicuous because of their bright flowers, later in the spring. I think I have heard of more confusion in the identification of these than of any others. They are the paulownia and the catalpa. The paulownia bears large clusters of violet flowers, irregular in shape, and arranged to form a rough pyramid. The catalpa's flowers resemble those of the paulownia in shape and arrangement, but they are white in color, with conspicuous yellow nectar paths on some of the lower petals. These two trees belong to closely allied families.

As a summing up, we may say, then, that all trees bear flowers, whether these be inconspicuous or conspicuous. If the former, the trees are generally our earliest bloomers, depending on the wind for the distribution of their pollen; if the latter, they bloom later and use their attractions of color and perfume as a means of insect pollination. We note, too, that among trees bearing insignificant blossoms are some of our maples, the willows and poplars, the oaks, alders, beeches, birches and chestnuts, besides the ashes, elms, buttonwoods and many others; while those bearing evident flowers are the rose alliance, the magnolias (including the tulip tree), the catalpa, paulownia, horse-chestnut, buckeye and others.

As a final suggestion, let me say that the best way to study trees is, not out of a book *indoors*, but with a book outdoors—or, better, with a teacher—in the early spring and summer. Watch for the appearance of the flow-

ers, followed by their fall; note the gradual formation of the fruit to its consummation; and then observe the

trees in their winter rest, until the cycle of the year is completed in the spring awakening.

MAKING THE DESERT TO BLOSSOM AS THE ROSE.

I RAMBLE about the country near my dwelling and seek the wildest and least frequented spots. In these, after clearing and preparing a few inches of ground, I scatter the seeds of my most favorite plants, which re-sow themselves, perpetuate themselves, and multiply themselves. At this moment whilst the fields display nothing but the common red poppy, strollers find with surprise, in certain wild nooks of our country, the most beautiful double poppies with their white, red, pink, carnation, and variegated blossoms. At the foot of an isolated tree, instead of the little bindweed, with its white flower, may be sometimes found the beautifully climbing convolvulus major, of all the lovely colors that can be imagined. Sweet peas fasten their tendrils to the bushes and cover them with the deliciously-scented white, rose color, or white and violet, butterflies. It affords me immense pleasure to fix upon a wild rose in a hedge and graft upon it red and white cultivated roses, sometimes simple roses of a magnificent gold yellow, then large Provence roses, and others variegated with red and white.

The rivulets in our neighborhood do not produce on their banks these forget-me-nots, with their blue flowers, with which the rivulet in my garden is adorned; I mean to save the seed and scatter it in my walks. I have observed two young wild quince trees in the nearest wood; next spring I will graft upon them two of the best kinds of pears. And then, how I enjoy beforehand, in imagination, the pleasure and surprise which the solitary stroller will experience when he meets in his rambles with those beautiful flowers and those delicious fruits!

This fancy of mine may one day or other cause some learned botanist who is herborizing in these parts a hundred years hence, to print a stupid and startling "system," for all these beautiful flowers will have become common in the country and will give it an aspect peculiar to itself; and perhaps chance or the wind will cast a few of the seeds of some of them amidst the grass which shall cover my forgotten grave!—*Alphonse Karr's Tour Round My Garden, translated by the Rev. J. G. Wood.*

ROBIN'S RETURN.

BY JANE L. HONIE, ETHICAL CULTURE SCHOOL, NEW YORK CITY.

WHILE the ground's still white with snow
And the chilly north winds blow,
From the South the early spring
A gay young visitor does bring,
And from out his swelling throat,
Hark! we hear a merry note:—
"I am Robin Rusty-breast,
See my ruddy new spring vest.
Cheer up! Cheer up! Cheer up! Cheer!
Spring has come and summer's near."

What though branches still are bare,
And the frost yet chills the air,
What though food is hard to find,
Brave young Robin does not mind.
Bonnetless and shoeless he,
Still he sings his song of glee:—
"I am Robin Rusty-breast,
See my ruddy new spring vest.
Cheer up! Cheer up! Cheer up! Cheer!
Spring has come and summer's near."

Soon will grow the grasses green,
And the flow'rs will soon be seen;
Then will come, on weary wing,
Robin's mate to greet the spring.
High within the old oak tree
Then a happy home we'll see.
Changed is robin's merry note;
Lullabies now swell his throat:—
"Hush, my darlings, spring is past,
Happy summer's here at last."

MUSICAL MOMENTS WITH CHILDREN, OR THE ART OF DEVELOPING THE MUSICAL SIDE OF CHILD NATURE.*

BY DAISY FAIRCHILD SHERMAN, PROVIDENCE, R. I.

V.

SINGING.

[T is a fact that many children do not sing before the age of six or seven years. Such children are not necessarily unmusical;—they are listening or they are unconsciously waiting for some help in finding their voices. It is not until the age of six or seven that we may ordinarily expect the melodic sense to be manifested by singing. Previous to that time, however, we may hope to assist in forming it.

Again, other children sing spontaneously from babyhood. There is a difference in the depth at which the musical gift of individuals lies buried. With a few special ones it finds its own way to the surface; but with most of us this highly prized and much sought for treasure has to be dug for assiduously and led out with care.

If a child seems to have "no voice" and "no ear," he is pronounced unmusical; such verdict implying that he was created with no music sense. This cannot be so. With simple, persistent training the ear would begin to hear, the singing voice would

begin to come forth. Children love to do what others do. One effort at imitation would follow another until correct tones were produced.

The babe is ready to begin musical training as soon as he has learned to imitate characteristic sounds, such as "Bow-wow," "Moo," "Toot," and to recognize his friends by their voices,—perhaps at six months. If you use the well known finger play "Here's a ball for Baby," the baby will soon imitate the "Toot, toot toot, toot too!" of the trumpet that occurs in the rhyme.

All the songs in Miss Poulsson's *Nursery Finger Plays* should be used with the little one, their use extending through a period of several years. Baby will delight in trying to imitate the motions used in these plays. When he can make the motions of any one of them with a fair degree of definiteness, try to have him *suit the action to the word* throughout, thus beginning early to *train the muscles to prompt obedience of the mind*.

These plays need not invariably be sung—some mothers would find it a tax to learn all the tunes; but if not sung they should be recited in an interesting way. If the child makes

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the slightest effort to sing, at once lead him into singing even the shortest phrases or snatches, *on one tone*. This tone might be \bar{g} , \bar{a} or \bar{b} . Find on the instrument the pitch he *spontaneously* chooses. If he tries this daily, his voice and ear will gradually but surely gain in certainty. Be sure that the singing is gentle and not continued long.

The first attempts at singing are a sort of recitative, mostly on one tone. For many minutes together the little ones will spin their song-stories, which often embody vague, disconnected ideas. These little outbursts are spontaneous and sweetly unconscious. Doubtless, to the child they are most ravishing music. Generally by the time the child can talk they have touches of poetry, rhythm and rhyme. For the most part, they should pass apparently unnoticed by the mother; but they are a mirror of the child's *true musical status*, and are therefore worth being observed. Such spontaneous singing, if continued, will reflect every stage of the child's musical growth. Not infrequently he will begin to originate good melodies at five or six years of age.

For the "monotone" child, special preliminary exercises are needed. Encourage chanting familiar rhymes on one tone, the \bar{g} above middle c (\bar{g}). At another time, pitch the chant one tone higher. When the child can sing a few short rhymes correctly on one tone begin to use two tones. The rhythm in singing these tones should correspond to the rhythm of the syllables of the words themselves. Little

by little, as the range of the voice and the ability to sing the tones increases, the songs sung should present new features to correspond. Employ the syllables *Hoo* and *Ha* pretty largely in each new song, while learning the tune; also *Koo*, *Loo* and *Haw*. The card series of the course which I have originated gives further suggestions for carrying out this pitch training. Before the "monotone" child has assimilated the twenty or more very short musical phrases which these cards contain (with words as well as without) he will begin to sing simple songs. I have never yet seen a child who did not learn to sing as a result of this training. Miss E. C. Curtis, in her book, *Children's Voices, How Helped, How Harmed*,* gives valuable suggestions as to dealing with the "monotone."

When plainly ready for more advanced work in this line,—at three or four years,—Samuel W. Cole's *Child's First Studies in Music*† should be begun. By the time the child has learned to sing a half-dozen of these, he will probably be able to sing any simple song readily. Eleanor Smith's *Primer of Music* is a most valuable adjunct to the *First Studies*. It cannot be too earnestly recommended. Sing without the piano as much as possible. Some children have difficulty in chanting phrases upon one tone *with words*; they seem to think that each word, or syllable even, demands a different pitch.

If some little children do not try

* In the Palmer-Curtis Course.

† Silver, Burdett, and Co., Boston.

to sing, do not be discouraged but sing away to them. *The Dolly*, in Mr. Cole's book, is a song which has been known to draw forth attempts at singing. A little boy of four, with husky voice and stammering speech, and as uneasy as a boy of that age can be, liked to hear singing but had refused up to a certain time to sing anything with me. He had a dolly named Mamie, with "bright eyes of blue, and gay golden hair." Through his love for Mamie he learned to repeat two verses of *The Dolly*, those describing the doll's appearance and habits. One day I began singing these words to him on one tone—*g*. He entered into the song immediately, but at a higher pitch—*b̄*. I at once changed my pitch to suit his. He changed his pitch twice after that, as I thought, consciously. I wanted to get him to sing a tone that I could produce by striking a white piano key, and as his first tone was *b̄*, I kept striking that while he was singing it. It pleased him to hear the piano sing the same thing he had been singing. Then followed some talk about "Jingle Street" (the keyboard)—its black houses and its white houses. We noticed that the tone we had heard from the piano came from a white house which stands just above three black houses about half way up the street. I said to him: "A little baby lives in there whose voice sounds like this" (striking and singing the tone). "When she goes upstairs her voice sounds like this" (striking *b̄*). Then I struck both *b̄* and *b̄̄* together. This is the way I

have children begin octave learning. I continued, "Let me show you the dress which that baby wears," producing a violet-red paper disk. I allowed him to apply paste and stick the disk on thin cardboard. Then he cut it out. He pasted and cut enough of them to place on every *b* on the keyboard. The tone which a child studies in this way should be heard in combination with every other of the same name at the piano. He will see that each one says *the same thing, only with a different voice*. You say to the child, "When little sister, brother, papa or grandpa say 'How do you do!' they do not *spea*k alike, because their voices are different; but they *say* the same thing—'How do you do!'" Work with any pitch the child naturally takes. Try to get a tone that is produced by a white key. This is the first step toward the card series belonging to the "Musical Moments" system. On these cards are represented simple and short melodic phrases of from two to five tones (cadences) ending on the tonic. These phrases are not expressed in the staff notation, but lead up to it. It is intended that the child shall complete these cards with his own hand. These phrases, as short as possible at first, are songs, though tiny;—whole songs and not snatches. They are complete in themselves, and exactly what the child will ordinarily hear in music. They correspond to the sentence in the sentence method of learning to read. They also afford the most suitable opportunity, next to the *Songs of the Family*, which are also part of

my system, for uniting words to music. If a cadence be kept in mind and sung a great deal, some suitable words will present themselves. In fact, each cadence should be dwelt upon until its possible import has been thus interpreted. By this means the imagination is greatly stimulated, and most gratifying results follow. Sometimes cadences may be joined after they have been learned, longer songs being thus made. The systematic training of the musical memory is thus begun by the storing up of these musical cadences or endings. When carrying on this training, there are various ways of enlivening it with playfulness and dramatic interest, for which children have a keen sense. Attach some sentiment, through words, to each little exercise at the piano or away from it. After this sentiment has become familiar it need not always be expressed in words. The child will *think* it, and, remaining silent, will be able to hear it speak out clearly when the music is played on the instrument. In other words, he can thus begin to form that fundamental habit of listening to and thinking about what he is playing. This is the basis of his critical judgment of his own performance, so indispensable when he begins serious work at the time he enters upon regular musical instruction. By the time a child is four years old the pitch of musical sounds which he notices should always be located on the piano.

The pentatonic scale—which I believe to be the child's scale—belongs to a much less developed stage, historically speaking, than our seven

tone scale. An important idea in the training of children is that their development must in epitome follow the course of the race from savagery to civilization. This I believe to be true in music also. Among savages we find the musical sense first expressing itself in rhythmic motion, in singing improvisations confined to a few tones with little variation, and in the use of rude musical instruments, instruments of percussion being the earliest used. In primitive times music was learned entirely by imitation, with no use whatever of symbols. Then some simple cipher, known only to the teacher and pupil, was employed. Then came the use of a single line upon which was placed the central tone—the keynote or tonic—the other tones being all written either above or below that one line, with no clue to their interval relationship to the tonic. Ideas committed to writing of this sort were unintelligible to all but teacher and pupil, who themselves were liable to forget them in time. From this point on, the staff idea was naturally evolved as a more definite and permanent way of indicating pitch.

Now it seems to be a fact that children whose ancestral musical tendencies have been respected in their musical development appear to be more genuinely musical than those whose race instincts have been ignored and who have been set to work at once in a highly civilized way at a highly organized instrument, such as the piano or violin. The simple must come before the complex in the realm of music as in other matters.

Fifty Children's Songs,* is a melody much liked by children too young to sing the words. They never tire of it. When Baby is big enough to learn the words, they will add new interest to the old favorite. The melody of "When little baby bye-bye goes," from Elliott's *Mother Goose Set to Music*,† is dearly loved by very little children, and is beautiful music.

Baby is not expected to learn these songs, but they will create a happy and cheerful musical atmosphere which cannot fail to develop the musical perceptions and to assist in the child's general development. This development will not be the result of a forcing process; it will represent a real growth, which will be of advantage to the child in all his future life.

It is frequently the case that songs sung to children are beyond their understanding and their power to produce. Learn a few songs, the music and words of which your child can appreciate. Add to your repertoire occasionally. Sing these songs daily in such a way as to impress the sentiment, being sure that the child catches the words distinctly. Let him listen, and do not force the singing. Feeling comes first, then the expression of feeling in song.

Here we touch upon a vital point in the child's musical progress,—the sort of musical matter which is brought into his life, either for hearing or for learning. There is destined to be a change soon in this respect. All who have music for children at heart agree as to certain

characteristics of an ideal method. They are striving to lead the child naturally, simply, by direct and interesting ways. One of their requisitions is thoroughly artistic material.

In Mr. Foresman's article, referred to in a previous chapter, we find a statement of what constitutes artistic songs for a child. They are "such songs as furnish him an opportunity for repeating his own little experiences through higher forms of expression which portray his life interests, reflecting the beauty and joyousness of childhood. In order that the child may not be taken out of his own atmosphere, these songs should be simplicity itself, the poetry so simple that it seems the only thing to say if one were writing about that particular subject; the music by which the poetry is illumined so suitable that it would seem the only way to express the sentiment of the poetry; and, in order that the art sense of the child may not be violated in the slightest particular, the whole so complete as an artistic musical form as to absolutely satisfy the highest taste or the most responsive temperament, while at the same time conforming strictly to the laws of scientific construction. Songs of this class are the rarest things in the world of art."

Songs should be sung to the child from the beginning, in order to create a musical atmosphere and to form an exact rhythmic sense. Many songs suitable for this purpose are listed in progressive order in the *Song Series* of my course. They are divided into several graded sets or groups, and it is intended that songs of the same

* Breitkopf and Härtel, Leipzig, Germany.

† McLoughlin Bros., New York.

grade from different groups should be used as desired, to afford variety. These particular songs have been chosen because they have been found to be of marked assistance in musical development. Every year witnesses the production of new song books, most of which contain at least a few artistic songs suitable for the child, which can be added to the list.

In time the child will know these songs, and should be encouraged to pick out his favorites upon the lyre and piano. When he is able to play them, they will have become so much a part of himself that they will sound like his own spontaneous productions. *Supply him with a picture which will embody the idea of the song.*

The songs which this series contains have not been mentioned as the only ones calculated to influence the child's general development and that of the music sense in particular. The books from which they are culled, except possibly the Tonic Sol-fa books, are to be found in many homes and kindergartens. Mr. Cole's book is being more and more widely used as teachers come to know of it. If it had no other merit, it is a treasury of simple nature songs of the healthiest sort. No safer course could be followed by mother or teacher when the child once attempts to sing. Miss Eleanor Smith's *Primer of Music* has already been referred to, and is again strongly recommended. *The Tonic Sol-fa Reader** and Mr. Batchellor's *Staff Notation Supplement*† abound in first songs for children,—songs

that they can really sing and love to sing. Perhaps one of the most attractive song books for all-round purposes up through the kindergarten age and somewhat beyond, is Miss Poulsson's *Holiday Songs and Every Day Songs and Games*, in which the idea of each song is also embodied in picture. It contains a goodly number of songs which will bear examination according to the definition already given as to what constitutes an artistic song. In fact, no songs whatever have been mentioned in this series which do not seem to approach this standard.

From the foregoing, then, the *availability* of the Song Series alluded to is established. Its *efficiency*, when it is used with insight and in a systematic way, and its *practicability* in developing a marked music sense have been put to the test. The songs are in themselves of so interesting a nature as to captivate and retain the child's fancy. He comes to love songs of this sort if heard continually. If, with a young child, the story or thought which a song presents be still more clearly impressed by a suitable picture, that song in its entirety becomes a part of the child's being, and when he does sing it, it will be as his own spontaneous expression. Naturally any one child could not thus assimilate an entire series of songs such as is here presented, but with a half-dozen songs thus absorbed, musical appreciation is assured for the child in his further study of music.

There is another sort of music which should go hand in hand with the songs for the oldest of the little

* Bigelow and Main, New York.

† Oliver Ditson Co., Boston.

ones, and that is simple dramatic music for piano or other instrument. Mrs. Orth's *Mother Goose Songs without Words** is a perfect mine of such pieces. A series by Newton Swift called *Scenes from Childhood*,† *Opus 7*, is another good series. There is one song of this nature, *Kitty Cat*, in the *St. Nicholas Songs*,‡ which two children can enact, one being the cat curled up on the mat asleep, and

the other the venturesome mouse which creeps about, but happily escapes into his hole (under the table or some such place) just as kitty springs to catch him. It is a cat-and-mouse song of the right sort. The music suits the action and the action suits the words. Children are always perfectly delighted with it. The music should be well played to satisfy the child's awakened artistic sense. If this is not possible, sing it with dramatic fire.

* By Mrs. L. E. Orth, pub. by Oliver Ditson Co.

† Theodore Presser, Philadelphia.

‡ Century Co., N. Y.

SIMPLE COMMENTARIES ON FROEBEL'S MOTHER PLAY.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO.

The mother now her child would lead,
Through Nature's windows, God to see;
And, through a love for all that's pure,
To grow himself in purity.

The happy child looks out and sees
The world rejoicing in the sun,
And feels, before he understands,
That he and all the world are one.

IV.

THE TWO WINDOWS.

THE play of the *Two Windows*, which is founded upon play common to all children, is very simple. The little window, which will remind you of old-fashioned windows with tiny panes of glass, is made by laying the parted fingers of one hand cross-

wise upon the parted fingers of the other hand. The larger window is formed by interlinking the thumbs and first fingers of both hands, while the other fingers touch at their tips above. The child will delight in peeping through these windows at the light and the beauties they reveal.

"Oh!" he will say, "I can see a red rose blooming in my garden.

There is my kitty washing her face in the sun! I can see the blue sky,—
O mother, come! look!"

Ah! dear mother, do you not remember how, when a child, you yourself delighted in thus peeping at the light through your parted fingers, or oftener still, perhaps, through a pin hole? You could not have explained why such a thing gave you pleasure, and neither can the child of your heart, who to-day rejoices in the same experience.

All children are attracted by the light. The baby in your arms follows the light of the candle with his eyes; the crawling child creeps toward the open door through which the sunshine streams; and the child at play, as we have said, makes for himself windows through which the light may come.

Ah! mother, light is the native element of the child. In it he grows strong and beautiful. Open your door and let him go into the sunshine and fresh air of the outdoor world, that his cheeks may be rosy, his eyes bright, and his steps light; open your windows and let the life-giving, purifying sunlight into the home where he lives; but do not, I pray you, forget, in your care for the physical welfare of your child, that he has a mind and soul which need the light of truth and knowledge, that they, too, may grow in strength and beauty. Is not the child seeking this light when he begins to ask questions about all he sees and hears? God help you to answer every question aright, for by your answers, he will interpret life. God grant that you may help him to

gain true wisdom, that he may understand that he and all he sees belong to the same great beautiful life in which they all share and to which they all contribute something.

"But," you say, "I cannot tell this to my child. He would not understand me."

Ah! mother, children themselves, with their play-windows, have suggested to us the best way to enlighten their minds and souls. Just as the rays of sunlight gleam through the pin hole or the little window, without dazzling the eye, so, little by little, the great spiritual truths of life may gleam through childish play and speak through the beauties of nature without confusing or overpowering the mind of the child. Doubtless he could not understand the unity of life or the divine supremacy of God; but he can be led to see that the birds and bees and butterflies and even the crawling worms enjoy the light in which he loves to play; that flowers bloom in the light; that light awakens the seed in the dark earth; that this lovely light that shines through our windows, dances in the water, and makes the lightbird on the wall with rainbow colors, comes from the great sun that shines on all alike. And then, O religious mother, will he not the more readily understand, some day, that God is

"The life of all life,
The light of all light,
The love of all love,
The good of all good"?

All nature will speak God's truths to the child if you will be interpreter. Tree and grass, bird and flower,

stream and star, will tell the joyous purpose for which they all were made; and listening to their many voices will not the child begin to feel a joyous purpose stirring in his own life, too?

Perhaps on some sunshiny morning you will say: "Put back the curtains, that the light may come in and speak to you. I think it says 'Good morning, merry child! Here I am again to shine in your window that you may see clearly how to work and to play. I have already wakened the birds and they are singing, and the flowers, and they are blooming; and now I am glad to see your smiling face.' And what shall my little one answer? 'Thank you, friendly light. All day long, at my work and my play, I will try to be good that I may be like you, helpful to all.'" Encourage in your child, I pray you, this love for all that is bright, for all that is luminous, for through it you may lead him to recognize and love that which is high and noble in human nature. Are you not giving him his first glimpse of that inner spiritual light that shines from purity of heart and nobility of spirit when you suggest to him that when he is good he is like the light?

Perhaps with mother wisdom you may find another way to emphasize through play the value and significance of the light of the spirit. Is it not plain that this little game of the windows can be played by candle-light as well as by daylight? Perhaps you will suggest this to the child. "For," you will say, "it will be bright inside if our lamps are lighted, no matter how dark it is out of doors."

Teach your child, I pray you, to see with his mind's eye, that he may unite all things by his thought. When your candles are lighted, take him in your arms and *see with him* his happy day. Help him to weave together its small happenings. Let the light of your love shine on what he does not understand. Look through his small deeds into his soul and see if all is fair inside.

Ah! mother, father, if you would help your child to attain that beauty of character which will be the reward of your tender care, remember that it is only by constantly exercising his spiritual strength that it will grow into spiritual power. Help him to be generous and kind in small things, that he may be generous and kind in large things. Help him to be pure-minded and truthful in his play, that he may be pure and true in youth and manhood. Help him to keep the little windows of his childhood bright, and he himself will take care of the larger windows of a larger life.

This little child of yours is indeed too young to understand the meaning of sin or spiritual darkness, but you can show him that when we darken our windows we shut out the light. And when he has seen for himself that light can only enter in all its beauty through clear windows and open doors, or make the rainbow colors in clean water, he will be able to understand you when you say to him, at the right time: "When we are selfish or cross or disobedient, our hearts are full of darkness; but when we are loving and good, our hearts are full of light."

Perhaps at this time, which will be when you have seen the need of such a lesson, you will point out to him the crying child in the picture that accompanies the play of the *Little Window* in Froebel's *Mother Play Book*.

"What is the matter with him?" the sympathetic child will doubtless ask.

"He has broken the glass in the window, and he is sorry."

"Oh! his papa will mend it," perhaps the child will say.

"No," you will answer, "I think the window will be boarded up until the little boy has saved enough pennies to buy another glass;" for you will not neglect this opportunity to show your child the natural consequence of wrong doing. Nor will you forget this truth in training your child: that the wisest and best punishment is the one which, by his own act, he brings upon himself. But if, O mother, by our own acts we shut out light, so by our own acts we can let it in again, and you will not forget to impress upon your child that when the *obstacle* is removed the light will shine in.

Call to his notice the tiny picture in the upper right hand corner of the

Mother Play picture, for it tells a beautiful story of light and darkness.

"See," you will say, "the cellar was full of darkness until the child opened the door; but now the sunlight can go streaming in and the woman can see to fill her pitcher with oil for her lamp, that she and the child may have light at night."

Ah! mother, why is it that youth so often loses the brightness, the earnestness, the purity of childhood? Is it not because we fail to recognize the need of more and more light, of more and more knowledge, that the visions of the child may grow in conscious realization of the truths of life? In the *Mother Play* pictures the children are first seen playing by the little window; but in the next picture we see that the wise mothers have taken their children into a room where there are many windows, wider views, more light. Take this lesson to heart. I pray you, and never cease to reinforce every day the truths that you are striving to teach your children, till, grown to noble manhood or womanhood, they may look back or look forward and see all life shining in one long bright line of uninterrupted light.

A MAN who looks at glass
On it may stay his eye,
Or through it let his vision pass
And all the heavens espy.

—H. D. Thoreau.

MAMMY NANCE'S STORY PLAYS.

BY EMMA C. DULANEY, LEXINGTON, VA.



ROCK-A-BY, BABY.

Rock-a-by, baby, on the tree-top,
When the wind blows the cradle will rock;
When the bough bends the cradle will fall,
Down will come baby, cradle, and all.

Rock-a-by, baby, the cradle is green;
Father's a nobleman, Mother's a queen,
Sister's the lady that wears a gold ring,
And baby's the loveliest child ever seen.

HONEY-BUG, yo' ain' done nuffin dis day
But git inter mischief an' rawnp an' play
Twel yo's jes' tiahd out—po' li'l' chile!
Come heah; le' Mammy res' yo' erwhile.
Yo's so sleepy, too. Dat's raight—nussle down,
Fuh yo's gwineter trabble ter Shut-Eye Town.
De road dah's stret, an' whilse we goes erlong
Mammy's gwineter sing fuh yo' dis li'l' song:—

“Rock-er-by, Baby. Hi-oh, rock-er-by!
Yander hangs er cradle in de tree high;

W'en de Souf win' its wahn breff 'gins ter blow
 Twel stah it rockin', easy-lak an' slow.
 Rock-er-by, Baby. Hi-oh, rock-er-by!
 De cradle's er-swingin' yander on high;
 No hahm 'll come ter yo' w'en de Souf breeze
 Chases de sunbeams er-roun' thoo de trees.

"Rock-er-by, Baby. Hi-oh, rock-er-by!
 De cradle's er-hangin' 'tween yearf an' sky;
 De Norf win's col' breff 'll toss it er-roun'
 Twel de bough bre'ks off an' falls ter de groun'.
 Rock-er-by, Baby. Hi-oh, rock-er-by!
 Don' yo' be 'feard, fuh ole Mammy is nigh;
 W'en de bough bre'ks undahneaf it she 'll be
 Ter ketch Baby raight in huh ap'on, yo' see.

"Rock-er-by, Baby. Hi-oh, rock-er-by!
 Off, now, ter Shut-Eye Town yo's gwineter fly.
 Yuh Pappy's de King dah, an' yuh Ma's Queen,
 An' Baby's de b'u'fles' chile evah seen.
 Rock-er-by, Baby. Hi-oh, rock-er-by!
 Nuffin kin hahm yo' whilse Mammy is nigh.
 She 'll rock yo' sof'ly, an' res' yo' erwhile,
 Fuh yo's played twel yo's tiahd out—po' li'l' chile!"

KINDERGARTEN STUDY FOR ALL TEACHERS.

BY FRANCES M. CRAWFORD, COHOES, N. Y.

In the year 1901, in the twelfth month of the year, a kindergarten maiden said unto herself, "Let me go unto the Salt Countrij to the meeting of the teachers who train those who are to be teachers of children." So she went out from the place where she was unto the City of Salt. Many words of wisdom were spoken, but of the subject nearest her heart, heard she nothing. Two years passed; then this word came unto the maiden, "Come now and we will talk together

of what may be done to help all teachers to know the beauty and the power of the life truths that underlie the kindergarten." And when this word came, the heart of the maiden rejoiced exceedingly.

SUBJECT AS STATED FOR DISCUSSION.

Inasmuch as the kindergarten is now an important part of our school system and a preparation for later school work, every pupil in the training school should be made familiar

with the methods and principles which govern it.

- (a) How much time should be given to such study?
- (b) How can it be treated to the best advantage in this time?
- (c) To what extent can kindergarten principles be applied to primary work?
- (d) What relation has the kindergarten to the primary school, and what relation has the primary school to the kindergarten?

In the discussion of the topics assigned, I want to reverse the order and consider first the relationship of the kindergarten and the primary school.

I find nothing more satisfactory than the time-worn symbol of a chain to illustrate this relationship—the kindergarten and the primary school being two links in the educational chain whose first link is the home.

If there is this closeness of link to link, then the question of relationship-duties at once arises. How can these two, the kindergarten and primary school, best help each other so as to make that part of the chain where they come together in their work for the child, strong and true? First, there must be the understanding by each of the work of the other. The kindergartner should have received, during her training, a knowledge of primary methods and an op-

portunity for observation of primary work; on the other hand, the teacher in the primary department should have been given an insight into kindergarten methods; while both should have received a broad training in those life-truths which, if rightly applied in education, make it approach the ideal, whether in the kindergarten or the university.

Both kindergarten and primary teacher should take an active interest in the present day discussions with regard to both lines of work; for example: whether abstract work in number should be deferred until a later period of the child's life; whether Dr. Harris's statement, made at an educational convention last year, to the effect that the age of seven is the best for the beginning of reading, is liable to affect present methods; whether more of the advanced kindergarten work could be used to advantage in the first grade, and so on.

Again, there should be sympathy—a sympathy that expresses itself in helpfulness. I have a case in mind now that illustrates this. The first grade teacher feels as much at home in the kindergarten room as in her own, and at any time goes in there perhaps for a story or a song book, or for some Gift or Occupation material; and in the kindergarten I have seen more than once results of helpful suggestions from her. Recently she and the kindergartner held a mothers' meeting together in the kindergarten. Occasionally, on stormy days when there are few children, both rooms unite for marching and games. This is not cited as an un-

NOTE.—At the fourth annual meeting of the New York State Training Teachers' Conference, held at Syracuse, December 29 and 30, the kindergarten department had, for the first time, a place on the program. This conference is an important one because of the influence which filters down from it into the future teaching forces of the state. The paper by Miss Crawford, who is principal of the Cohoes kindergarten training school, was presented in discussion.

usual occurrence; I trust you have all seen similar instances.

Having the understanding of each other's work, and a working sympathy, a third duty devolves upon each, the conscientious effort to link together the work of the two departments. That a well-regulated kindergarten prepares for the work of the primary school—the right sort of a primary school—we have the testimony of countless numbers of parents, teachers and superintendents. The quotation prefacing our discussion assumes that the fact need not be discussed before an audience of training teachers.

One of the elements that should be considered by every kindergartner in planning her program is the work the child will have the following year, and she should strive to lay the foundations for the same. On the other hand, the teacher who receives children from the kindergarten should see to it that the manual activity, the creativeness, the habits of courtesy and helpfulness, and the love of nature fostered in the kindergarten continue to receive encouragement from her.

As to discipline, the kindergartner, while at times allowing a freedom that approximates to that of the home, should see to it that at other times the child experiences the same degree of restriction that the necessities of the first year of the primary school require. The kindergarten supervisor should be a person capable of leading her kindergartners in their efforts toward this mutual understanding and helpfulness and toward the

unifying of the work, while the teachers in the primary grades should feel that in her they have a counselor and friend.

The first three topics on the program are closely related, for the principles that can be applied to primary work can be applied throughout all education. These are the principles with which every training school student should be made familiar in psychology,—theoretical and applied,—in child study, in the history of education, and in the study of the kindergarten system, since in that system we find these principles practically carried out. We kindergartners are sometimes criticised for using the term "kindergarten principles," when they are really life principles, equally applicable to all periods of the child's education. We naturally take a pardonable pleasure when teachers outside of the order use the same term.

With regard to the ground covered and the amount of time to be given to the study of kindergarten theory and method in the training school, I felt the need of much light and I appealed by letter to two persons who are thoroughly grounded in the principles underlying the kindergarten and who, moreover, have had years of experience in supervising public schools,—Dr. W. N. Hailmann, translator of *Education of Man*, and Mr. James L. Hughes, author of *Froebel's Educational Laws for All Teachers*. Before reading the letters sent in reply to my request for suggestions as to what should be done, let me briefly summarize what *is being done* at the present time in the normal and train-

ing schools of our state. Our normal college and eight of our eleven normal schools offer a kindergarten course and opportunities for the study of the kindergarten system to all students. With regard to the training schools and classes, I confined my inquiries to the five that have a kindergarten department, — the kindergarten course in each case being at least two years, and including work in primary and intermediate methods.

ROCHESTER — General or grade course, two years. During the first semester all students have one hour a week of kindergarten theory and methods. A general survey is given of Gifts, Occupations, games, and songs with special idea of adaptation to work in primary grades.

SYRACUSE — Two years' course. Kindergarten methods not included in curriculum of general or grade course.

ALBANY — General or grade course, two years. All students have three hours a week of kindergarten theory and methods, including Gifts, Occupations, *Mother Play*, stories, games and *Education of Man*.

UTICA — General or grade course, two years. All students have ten lessons in kindergarten theory and methods, including a general survey of Gifts, Occupations and games and the playing of games with the students in the kindergarten course once in two weeks.

COHOES — The course in the general department being one year in length, it has not been deemed advisable to include kindergarten methods; but

the students in that department are given opportunity for observation in the kindergartens of the city.

Mr. Hughes says in his letter:—

In reply to your inquiry I would advise:—

First, that regular students in the training school who are not kindergarten students, both *male* and *female*, should receive at least one hour per week of kindergarten theory, and in addition should spend as much time as can be spared in visiting the kindergarten for observation.

Second, I would begin with the law of growth by self-activity and relate the various Occupations to this law and through the law to the child. I think the various phases of intellectual development and especially of original power appeal most directly to young teachers, especially as so many fundamental laws may be revealed by the use of the materials of the Occupations. I would then proceed to other departments,—play, music, Gifts, *Mother Play*, etc.

There is no philosophy so sure to kindle the young teacher as the kindergarten philosophy.

I should like to add that it seems to me that Mr. Hughes, in his *Educational Laws*, has helped us all in the better understanding of what Froebel meant when he said that the fundamental law of all education should be unity; the fundamental process, self-activity; and that the aim of education should be to help the child reveal in his life the highest that is within him, with self-determination and freedom.

Let me call your attention to the summary in Dr. Hailmann's letter of the principles that should govern in all teaching. I will close with his

letter, which is so rich in suggestion and inspiration.

In the first place I hold that the "kindergarten principles" can not only be "applied to primary work" but should guide this work at every point and all the time. Respect for the child's thoughts and feelings, sayings and doings; the constant reverent study of childhood and children; regard for play and the play-spirit in the nurture of self-activity; a proper regard for the value of manual activity in the gaining of knowledge in self-expression, and in the growth of character; the liberating power of song and rhythmic movement; the need of beauty and of love of nature; the supreme demands of creative doing and of social intro-ordination of the individual children in common achievements,—these and other kindergarten requirements are indispensable in a well conducted primary school.

It may be that in the primary school it is necessary to emphasize drill in certain technicalities of the arts of self-expression more strongly and more connectedly than is the case in the kindergarten; but beyond this, I see no *essential* difference between the two, ideally considered.

I am aware that under existing conditions of school organization and school management, the realization of such an ideal is beset with many difficulties; but I know from experience that these difficulties are not insurmountable, and I have an inalterable faith that they are steadily yielding, and that another generation will wonder how they could have been so stubbornly maintained.

That, under this view of the matter, I deem it indispensable that all teachers of elementary grades should be familiar with "kindergarten principles" and practice goes without saying. In my own work,—more par-

ticularly at La Porte and Dayton,—I insisted upon this with happiest results in thoroughness of the work at every point, in earnestness and cheerfulness on the part of pupils and teachers, in real creativeness, and in the establishment of freedom, good will and joy as the fundamental factors in character.

As to the time to be given in a normal training school to the study of these principles, I should answer: "As much as may be required for their thorough mastery." You will notice in my imperfect enumeration above that some of these principles are reached in psychology, others in ethics, others in child-study, others in the history of pedagogy, in pedagogics, in method, etc. In the Dayton Normal School all pupil-teachers,—the prospective kindergartners and elementary teachers had for one year the same course of study. Then they differentiated; but even then the future "elementaries" had during two afternoons of each week instruction in the use of kindergarten and primary material, songs and games, etc.

As a minimum requirement under less favorable conditions, I would suggest that the normal course should include at least the study of Froebel's *Education of Man* and the reading of James L. Hughes' *Froebel's Educational Laws for All Teachers*; familiarity with the uses of kindergarten materials in their application to number, form and language work; the art of telling stories, and the control of suitable songs and games. How much time? This depends much upon conditions, foremost among which is the spirit of the teacher. An inspired teacher will accomplish wonders in a few lessons.

An essential in the treatment of the subject is opportunity for continuous observation of certain phases of the work of a model kindergarten. A certain hour per day for two or three

weeks will accomplish more than as many days scattered over a year. Another essential is similar observation and subsequent practice in a primary school in which "kindergarten principles" lead.

OVER-STIMULATION VERSUS SERENITY.

BY CAROLINE T. HAVEN, ETHICAL CULTURE SCHOOLS, NEW YORK, N. Y.

HAVE you read *Melchizedek's Day*? You will find it in the *Outlook* of October 31, 1903, and if you've missed its reading, as I unfortunately did till a few days ago, secure a copy and read without delay. The story is from the facile pen of Miss Nora A. Smith, who, as ever, happily combines humor and pathos, poetry and philosophy, insight and common sense.

It is a classic, if by that is meant something worthy of preservation, and it should become a part of every kindergartner's library, to be carefully read and re-read, lest restless zeal become the dominant note in her daily work.

It should be discussed in every training class, where emphasis should be placed on the value of quiet and simplicity in promoting physical and mental health in both teacher and pupil.

We are none of us wholly guiltless in the matter of over-stimulation, and it is not alone the devotee of spontaneity and freedom who emulates the dragon fly. Too often the insistent piano with its strongly accent-

ed and stimulating music compels the children to dance, skip, run, sway, sing, far beyond their strength; while hand-clapping and other vigorous movements aid in the general nerve exhaustion. The table periods, with the geometrical demands of blocks and tablets, or the intricacies of folded papers and elaborate weaving, still further deplete the energy; and the morning passes with little opportunity for the wholesome, individual play that recuperates and educates.

The public school kindergarten is often criticised as too formal because a certain standard of quiet is necessitated from its close relation to older classes with their periods of study; but these restrictions may result in real gain through their demand for self-control on the part of kindergartner and its reaction on the children, who are thus shielded from the excesses of spontaneity.

In theory we all believe in the "power of repose," however much we fail in practice. Read *Melchizedek's Day*.

May it help us all to become sane, serene, sensible!

MARCHING IN THE KINDERGARTEN.

BY FANNY L. JOHNSON, WOLLASTON, MASS.

IT is marching time in the kindergarten that we are visiting, and the children are following the kindergartner to the time of a spirited march. The kindergartner is making different motions which the children are to imitate, and she is holding their attention well by clapping first with hands in front, then with hands over the head, by folding the arms behind the back, and a variety of other movements. As I watch the little ones I think of the marching that I have seen in numerous other kindergartens, and I remember that in no two has exactly the same thing been going on during the period of time devoted to this exercise. In one, the children were following directions given through the piano, the music telling them to walk slowly or quickly, to run, to fly like birds, to walk again, to skip, etc., etc. In another, the children marched backward and forward across the room, with hands sometimes hanging at the sides, sometimes placed on the hips; afterwards they marched down the center of the room and divided into two lines, one line going to the left, the other to the right, the two lines meeting and the children coming down the center again in twos, and so on. But it is not necessary for me to describe all

the marching I have seen while visiting kindergartens in many different cities; for we all know how varied it is, and that, through and under the variety, the kindergartners have a unity of purpose and are striving for the same end during the five or ten minutes devoted to marching each day.

What is the purpose, then, that we have in view during this period of our morning's work with the little ones? I think we shall all agree in answering that we are trying:—

First, to give the children some exercise as a relaxation from sitting.

Second, to cultivate their sense of rhythm.

Third, to help them to walk easily and to attain a graceful carriage.

“Will the different exercises that I have spoken of above contribute to these ends?” must be our next question.

Movements of any kind will furnish an agreeable change after sitting; and marching, flying, clapping and skipping are all rhythmic exercises; so that certainly two of the desired ends upon which we have agreed are in the way of being attained. But before we can decide whether the marching that we are giving to our children is really helping them to

walk well, we must look closely into this exercise and find out what constitutes good, graceful walking; or, in other words, we must study, to some extent at least, "the mechanics of walking."

Walking is not performed with the feet alone; the whole body acts as a unit, the arms, especially, aiding a great deal. It follows therefore that if, in walking, we put the arms in any position which prevents them from doing their part, we are working against the unity of the body, and the motion of walking will, in consequence, be stiff and awkward. The arms should hang perfectly free. As the left foot is moved, the right arm swings forward to the left, and, correspondingly, the left arm swings forward to the right when the right foot is advanced. The arms should swing from the shoulder, not from the elbow; when moved from the shoulder they help a great deal in propelling the body, and yet the motion is an easy and natural one, without the forced, ungainly effect which is given by swinging the arms from the elbow.

The weight of the body should be thrown well forward, the hips drawn back, so that the chest and not the abdomen is the leading part of the trunk. The body is heavier behind than in front, so there is a tendency to let the weight fall back on the heels. We all need to guard against this tendency.

The heel and ball of the foot should strike the floor at about the same time; in this way the arch of the foot is utilized and acts as a spring. Lightness of step does not depend on

a person's weight but on the use he makes of the arch of the foot. A heavily built man who throws his weight well forward will walk far more lightly than anyone who weighs much less than he but who carries the weight of the body too far back. The feet should be well lifted in walking, and placed on the floor firmly but lightly. Lifting the feet becomes harder work as we grow older, therefore children should be taught to do it early, so as to become completely habituated to it. Thus would be avoided the scuffling along the floor which we hear so often in kindergartens and also in gatherings of grown-up people.

The art of walking properly, once acquired, saves a great deal of energy to say nothing of the improvement it makes in the individual's personal appearance. The movement should be smooth and continuous, never uneven and jerky.

It follows, then, that if our purpose in teaching marching in the kindergarten is to help the children to walk gracefully, we must teach them to throw the weight of their bodies well forward, and therefore must never practice walking on the heels in kindergarten. Walking on the heels has the effect of increasing the tendency to carry the weight too far back. We must give the children exercises, such as the imitation of high-stepping horses, that will aid them to form the habit of lifting the feet well. When playing soldier, we must avoid the stiffness and rigidity that too often characterize the walk of the defenders of our country. And above

all we must not walk with hands on the hips, or execute any arm movements,—such as clapping, etc., while we are marching. As stated before, the arms have a part to perform in ordinary walking; so we must leave them free to perform that part or we are transgressing the laws of harmony in the body.

“But how are we to give the children the exercise they need if we do not use arm movements while marching?” I hear some one ask. “Give the arm movements as exercises in rhythm while standing still before, after, or during an interval in the marching,” would be my answer.

“But the execution of the arm movements helps to hold the attention of the children, and without them the children will not enjoy the marching,” some one else remarks.

Yes, they do have that effect; but I think other things may be substituted. We all know plenty of interesting things to do with the children when they have once learned to follow each other and keep in line;—such as going under a bridge, playing snail, marching in twos and fours, weaving in and out, skipping, and simple fancy steps. But “*C'est le premier pas qui coûte.*” as the French say; so the difficulty lies in making the marching interesting while the children are learning to follow each other around the room. I have found playing we are going to walk the best way to do this. We are walking in a narrow path, will get our feet wet in the long grass unless we each follow directly behind the child in front of us. We can do so many different things when we are out walking. We

can walk slowly because we are going up hill, on tip-toe to get over a muddy place in the road, and run on a nice piece of soft grass. We can stop and imitate the birds we see flying and hopping. We can step like the horses that are walking or trotting along the road. The imaginations of the children are busy, so the children are unconscious of their bodies, which are, in consequence, moving freely.

But all this, fellow kindergartners, many of you know just as well as I do; my suggestions are not intended for those experienced in the ways and needs of the little ones, but only for those who are new in the work and who may be glad of a little help along the way.

Let me say just one word more before I close. We know how much the children get by imitation, and that in many ways (I had almost said in all) we are their models. Are we sufficiently careful about the carriage of our own bodies? When we are weary do not our steps sometimes drag? We keep young in spirit, let us also keep young in body as long as possible. Let me advise you to practice gymnastics, æsthetic dancing, skipping,—any light fancy steps that will make you rise on your toes. For an occasional exercise, lift your feet from the ground and at the same time try to think yourself as light as air. Through these means your steps will become perceptibly lighter. The practice of such exercises is well worth while for yourself, and nothing will help your little ones on toward perfection in marching, and, indeed, help them in many other ways, more than your own constant practice.

CATKIN.

BY A CHILD SEVEN OR EIGHT YEARS OLD.

I HAD a little pussy,
And her coat was silvery gray;
She lives in a great wide meadow,
And she never runs away.

She always was a pussy.
She never came a cat.
Because—she's a pussy willow!
Now what do you think of that!



BO-PEEP'S LOST SHEEP.

BY GENEVA L. BOWER, SAGINAW, MICH.

BRIGHT and early one morning Bo-peep took her daily walk out to the barn. There were the cows and the horses and the dog, but where were the sheep? She looked and looked but could n't find them anywhere. She went down to the meadow and called and called, but

she didn't hear one little "Baa." Fido came and licked her hand but he could n't tell her where the lost sheep were. She came back to the house, looking very forlorn. Mother saw her and wondered what could be the matter. Then she thought what the trouble must be, and a funny little look came into her eyes as she said:—

"Little B-sheep, she lost her sheep,
And didn't know where to find them!
Leave them alone and they'll come home,
Wagging their tails behind them."

So after breakfast B-sheep sat on the steps and waited, and said over and over to herself:—

"Little B-sheep, she lost her sheep,
And didn't know where to find them!
Leave them alone and they'll come home,
Wagging their tails behind them."

She wondered what the funny look in her mother's eyes meant.

Suddenly there was a clod of dust down the road. "There's my father and my sheep!" she cried as she hurried to meet them.

"Oh, how queer the sheep looked!
Some of 'em had lost all their wool!"

The dear little sheep, if little B-sheep
Had left their warts behind them.

Then, shorn and sheared, they all appeared.

Without her going to find them!

Little B-sheep counted the sheep over and over. Yes, they were all there—Blackie and White-nose, Smutty and Beauty and Bunty, and the others—every one had come back!

Then her father told the story of where they had been:—

"We drove the sheep down to the creek and washed them nice and clean. Then the men helped me cut off their wool with these large, queer shears. Snip! snip! went the shears, cutting off all the wool that the sheep didn't need. When the wool was cut off we did it up in large bulgy bundles and loaded it on the wagons. Next it will go to the factory. There the wheels will turn round and round,—Whirr! whirr! Work! work!—to spin the yarn into threads, to weave the threads into cloth to make a warm wool coat for my little girl."

B-sheep laughed and ran to tell her mother about it. The funny twinkle came into her mother's eyes again, and she said:—

"Little B-sheep, to thank your sheep,
Some said you'll have to find them.
They're not forlorn though sheared and shorn,
For they're wagging their tails behind them."

We pray you, set your pride,
In its proper place and never be ashamed
Of any honest calling, for all the best, holding up your heads,
And mind your English.

J. W. Ingelow.

THE MARCH LION.

BY GERTRUDE HUNTINGTON CONCKLIN, ENGLEWOOD, N. J.

FEBRUARY had just passed, and, like a lion, windy March came rushing in. He tore around the little red house where Jimmie and Prudence lived, rattled the shutters, and roared loudly in the fir trees that stood like sentinels on each side of the doorway.

"If March comes in like a lion, he'll go out like a lamb," quoted Jimmie, looking up from the fairy story book he was reading, and listening to the boisterous sounds.

"I know that," answered Prudence, buttoning her doll's shoes, "everybody says that on the first of March. Mother told me it was an 'old saying.' I wish it would really come true, don't you, Jimmie?"

"Oh, Prudence!" exclaimed Jimmie in great excitement, "come here quickly! Look out of the window in the big fir tree! What do you see?"

Prudence dropped her doll on the bed at Jimmie's call and rushed over to the window.

"Why,"—her voice was full of astonishment—"it is the March Lion truly! I've always wanted to see him. Isn't he queer?" Prudence moved very close to Jimmie; she felt a little frightened.

"He is n't exactly like a real lion, and he is n't exactly like a human being. He *is* queer," said Jimmie, thoughtfully. "You see sometimes

he seems little and then he stretches himself way out big and long. He must be the March Lion."

"Glad you recognize me," called the Lion briskly. "I heard you children talking about me, and wishing I would 'come true'; so I made myself visible to show you how 'true' I was, even when you could n't see me."

"How in the world did he hear us talking way out there," exclaimed Prudence, looking at her brother with a wondering expression in her big blue eyes.

"I don't know," he answered, "unless he is everywhere at the same time. I can feel his breath, or some part of him, coming through the cracks of the window frame."

"So can I," said Prudence, putting her little hand over a crack; but she quickly started away as the Lion sprang towards the window and shook it violently.

"Come out! Come out!" he cried, "and let us have a frolic!" and calling to them to follow him, he swept down and over the road and whirled the dust around in circles.

"Oh! mother, the March Lion is here and wants us to go out to play with him. May we go?" they cried, running into their mother's room.

"Yes," she answered, smiling at their strange request.

"Well, this is fine," roared the

Lion, running down the long winding avenue with them, while he shook Prudence's skirts and the capes to her jacket, ruffled her curls and snatched at Jimmie's hat.

"Look out!" cried Jimmie, recognizing a kindred spirit, "or he will play a trick on you."

"He has almost taken away my breath now," cried Prudence, turning around as she spoke and dancing along backwards. This gave a fine chance to the Lion, for Prudence was very unsteady on her feet. It only needed a slight push from him to topple her over; so he rushed at her and then sprang up in the trees out of the way, and shook their bare branches until they groaned and creaked and begged him to stop.

"Now," he called to Prudence, who was scrambling to her feet; "how do you like that way of playing?"

Prudence was offended, so she did not answer. She busied herself brushing the dust from her clothes.

"I've seen boys do that to each other, and girls, too, for that matter. Hey, Jimmie!" and suddenly off went Jimmie's hat, and the Lion sent it spinning along out of the gate and far down the public road.

Jimmie felt too provoked at first to run after it; but he saw that the Lion was only in fun, so he scampered down the road as fast he could go.

The Lion managed to keep the hat just beyond Jimmie's grasp, first on one side of the road, then on the other. He finally sent it into a ditch and there left it, and then quickly hid himself in a whirl of dust, for Jimmie was by that time out of breath

and out of patience, and if he had caught the Lion he surely would have punched him.

"Let's run away from him," said Prudence, when Jimmie returned. "Let's play hide-and-go-seek with him."

They raced back to the house, dodged behind trees and bushes, and hid in sunny corners of the old stone wall. Whenever the Lion could not find them, he would go roaring up to the tops of the sentinel pines and shake them to make them tell the hiding place; but the pines only slashed him with their long sharp needles, until he was forced to leave them alone. Then he rushed over the ground, scattering everything in his path, and finally sprang through the fence into the garden, where he found the children hiding in their wigwam of cornstalks.

He threw old dried leaves at them and tried his best to knock the wigwam over, but it stood firm, and the children only laughed at him through the cracks; so he leaped high up in the air and sent the clouds scurrying out of town and far over the ocean. The sailors had a hard time managing their ships that night.

The next day the March Lion came clattering at the nursery window.

"Ho! ho!" he called. "Come out! Come out! Bring your kites; I'll blow them miles high."

"We are coming! We are coming right away," answered Prudence, "and with such splendid kites! Jimmie made them himself."

"Rattle and bang! here I am," called the Lion, and slam went the

window blind, and slam went the front door as he passed them.

"Oh! I can send those kites right up to the moon," he said, shaking them impatiently.

"Hold on!" cried Jimmie. "Hold on, will you? You'll tear them! I'm not ready yet."

"I am holding on," blustered the Lion. "Hurry up! Hurry up! I can't wait."

Jimmie ran, holding aloft his kite; the Lion blew, and up went the kite, high and higher, far above the tree tops!

Jimmie's eyes shone brightly. Kite-flying was splendid fun!

"Run, Prudence, run," he cried. "I'll hold your kite for you. The Lion is coming down now; let him take it."

Prudence obeyed, and up went her kite in the Lion's grasp. He finally tossed it as high as her brother's.

"Would n't you like to be flying up there with them, Jimmie?" she asked joyfully. "They look just like hawks."

"Mine is pulling very hard," Jimmie replied, anxiously.

"So is mine," answered Prudence, feeling the cord tighten.

"Up to the moon! Up to the moon!" called the Lion; and jerking the kites loose from their strings he bore them far out of sight.

"It is n't right for him to do that," said Prudence; "he should n't take our things away from us."

"He said he could do it, but I did n't think he would," answered Jimmie, looking up at the vanishing kites regretfully.

"Now we have no kites, and all our fun is spoiled!" Prudence felt very indignant. She wound up the loose string with quick little jerks as she winked her eyes hard to keep back the tears.

Jimmie glanced at her, then turned quickly away, remembering that she never liked to be caught crying over anything.

"Never mind, Prudy," he said affectionately. "I'll make some more kites, and maybe the Lion won't do it again."

After that the Lion was more gentle in his dealings with the children, and they had many fine times together. He often told them stories of his travels around the world, to which they listened with rapt attention. All little children love to have stories told to them and Jimmie and Prudence were no exception, especially when the story-teller was such a wonderful and adventurous traveler as the March Lion.

He taught them how to play "the supposing game," too. This was a very delightful game because it could be different every time, and while playing it one could be anything or anybody, and travel anywhere in the world and yet never move!

One afternoon they were playing this game while the Lion was with them blowing their paper windmills around.

"Supposing," began Prudence, "I was a princess shut up by a witch in a high tower."

"Supposing," continued Jimmie, "that I was a knight in silver armor, with a plumed hat and a golden

sword, and that I rode on a milk-white steed to rescue you."

"Supposing," joined in the Lion, "that I caught the witch up in a tornado and that that was the end of her!"

"Supposing, when the witch was gone, the doors of the tower sprang open and Jimmie found me and rode away with me on his milk-white steed to the king's castle, and behold! the king was my—" as Prudence paused to take breath the windmills suddenly stopped their whirling motion.

"No more 'supposing games,' no more kites, no more windmills for

me," said the Lion; and he spoke in a faint, far away voice.

"Why, what is the matter with you?" asked Jimmie.

"He is different!" exclaimed Prudence. "Look at him! He looks more like a lamb now!"

Sure enough the Lion was changing his shape! The air had grown balmy with the breath of coming spring. The sun was hanging like a ball of fire low in the western sky.

It was the last day of March.

"Why!" cried Jimmie in astonishment, "he is, he really is, going out like a lamb!"

WHY EVERY CHILD SHOULD BE EDUCATED.

TO talk about education in a democratic country as meaning anything else than free public education for every child, is a mockery. To call anything else education at all is to go back towards the middle ages, when it was regarded as a privilege of gentlemen or as a duty of the church and not as a necessity for the people.

If a few men only are to be educated, the accidents of fortune determine which they shall be. These will regard themselves as a special class, set off by themselves; and a false standard of education is set up both in the minds of the educated and in the minds of the uneducated. The uneducated regard themselves as neg-

lected. You have the seeds of snobbery and discontent sowed over all the wide wastes of social life, and the uneducated part of the state simply adds to its inertia rather than to its wealth and health.

But even this false conception of education is not the worst result of a system that benefits only a few. If only a part of any community be trained, the very part that needs training least is the part that gets it. It is the ignorant that are neglected, and the state thus goes steadily down. For those that are predisposed to ignorance and idleness and a lack of occupation are the very members of the community that ought not under any circumstances to be neglected.

There is, therefore, no way under heaven to train those who need training most but by training everybody at the public expense.

More than this (for democracy has the quality of giving constant surprises) it is always more than likely that among the neglected are those that would become the most capable if they were trained. Society forever needs reinforcements from the rear. It is a shining day in any educated man's growth when he comes to see

and to know and to feel and freely to admit that it is just as important to the world that the ragamuffin child of his worthless neighbor should be trained as it is that his own child should be. Until a man sees this he cannot become a worthy democrat nor get a patriotic conception of education; for no man has known the deep meaning of democracy or felt either its obligation or its lift till he has seen this truth clearly.

—Walter H. Page.

"You know how to play so many things," said Chenchu to her nurse one day. "Boys only know how to play boys' games, such as Strike the Stick, Kick the Marble, and to fly kites; but you know everything. How did you learn to play so many things, nurse? You must have had a very good nurse yourself when you were a little girl." And then, as she looked at the gray hair and wrinkled face of the old nurse, she added, "But perhaps you never were a little girl."

And the old nurse explained to her for the twentieth time that she did not have a nurse when she was little; that she was poor and had to work very hard, until Chenchu's mamma asked her to come and be her nurse; "and then," said she, "*I studied how to play with children, as all good nurses should.*"

—Isaac Taylor Headland, in *Our Little Chinese Cousin*.

CALLING PUSSY WILLOW.

Words by MARY E. PLUMMER.

Music by JOSEPHINE SHERWOOD.

Allegretto.

The musical score is written for piano in E major (one sharp) and 2/4 time. It consists of three systems of music. The first system has a treble and bass staff. The treble staff contains a melody with eighth and sixteenth notes, while the bass staff provides a simple harmonic accompaniment. The second system continues the melody and accompaniment. The third system concludes the piece with a final chord in the treble staff and a sustained bass line. The lyrics are printed below the treble staff of each system.

1. Hear the rough March breez-es call-ing, Call - ing, call-ing, "Pus-sy Wil-low!"
2. "All the win - ter you've been sleep-ing, Sleep-ing, sleep-ing, Pus-sy Wil-low;
3. So her gray hood, soft and fur-ry, Puts on pret-ty Pus-sy Wil-low;

Thro' the rain and snow - flakes fall-ing Call - ing: "Pus-sy, Pus - sy Wil-low!
Now 'tis quite time you were creep-ing From your brown bed, Pus - sy Wil-low!
And she comes out in a hur-ry When the Wind calls: "Pus-sy Wil-low!

Come out, Come out, Pus - sy Wil - low!"

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., MARCH, 1904.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed, ROCHESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

THE I. K. U. MAY CONGRATULATE itself on what is in store for it at the coming meeting in Rochester. Plans are progressing finely; the program (published in this number of the REVIEW) promises all we could ask; the spirit of hospitality is genuinely awake in the entertaining city; and though the pleasuring is not an object of our coming together, that is being looked out for, and is a legitimate indulgence in connection with our thoughtful and somewhat exhausting meetings.

It has been interesting to note, as the I. K. U. has convened in city after city, how each place could make righteous claim to be the first in the country or the first in the world in some particular. Rochester is not "out of the procession" in this respect.

A friend has sent us a handsome pamphlet, *Rochester, 1904*, issued by the Rochester Chamber of Commerce, from which salient facts about the city may be learned. Prospective visitors like to read that "Rochester enjoys the purest water supply for domestic uses of any city in the United States." As to world leadership, we find that Rochester "is the first city in the world in the production of photographic apparatus, optical instruments, and nursery stock"; and that it "has the largest preserving establishment, cider and vinegar factory, lubricating oil plant, and button factory in the world." We note also that "the Rochester shoe factories pay better wages than those of any other city in the United States." With plenty and diversity of work for its citizens, with comfortable homes easily obtained by all who wish to have them, with beautiful waterfalls and natural parks within the city limits, with a rich, well-drained surrounding country for farming and gardening, and with scores of other delightful possibilities and attainments, Rochester well merits the loving pride taken in it by its citizens. Next month's issue of the REVIEW will be a Rochester number, with a profusion of pictures, a historical account of the kindergarten movement in the city, and a sprightly paper about *Rochester and the Genesee*.

WILL NOT CANADIAN kindergartners find the Rochester meetings easy to attend? How delightful it would be to have the international part of our collective cognomen emphasized by the appearance from across the lake of a goodly flock of Canadians, —members-to-be as well as old members!

THE SPIRIT OF PRATT INSTITUTE speaks out characteristically in a *Students' Bulletin* that is issued weekly, giving an interesting *résumé* of the institute news. On the resignation of Mr. Arthur W. Dow (now director of the Department of Fine Arts, Teachers College, Columbia University) the first item in the *Bulletin* was a short but dignified expression from the trustees of their deep regret at the institute's loss. "We congratulate Mr. Dow," the announcement read, "upon the distinction which has come to him, and the Teachers College upon the acquisition of so strong a man. Let us be large enough minded, at this time—even with the sense of deep personal loss fresh in our minds—to recognize that all true work is one and that we have but a stronger hold upon Mr. Dow and his thought by any development which these new conditions may bring to him."

In its elevating effect on the hearts and minds of the students, would not

this one little paragraph do more than much preaching?

Under the headings of *High School, Athletic and Neighborhood Associations, Departments of Fine Arts, Domestic Arts, Domestic Science, Kindergartens and Libraries*, special news pertaining to each is given for the benefit of all. The high school class of 1907 has inaugurated the custom of keeping plants or fresh flowers under the picture of the founder in Assembly Hall. The chorus has begun to work on its Easter music. The institute is honored in the election of one of its high school teachers to the American Historical Association and of a domestic science teacher to the American Social Science Association. A teacher in the domestic art department has had a series of articles on her subject in a magazine, and a former student has opened a handicraft shop in Washington, D. C. A representative of the institute has had a picture exhibited at the Academy of Design. Artistic loan exhibitions are placed in the institute halls, and the art and handicraft work of the various classes is exhibited. The kindergarten and library departments have fine courses of lectures. A monthly social evening is held in the "open-shelf room" of the library. The kindergarten alumnae visit the Astral settlement established under the auspices of

their department. The settlement nurse has a list of the crippled children in the schools of Greenpoint, and is investigating the cases. The personal news is varied, but the preponderance lies in the lists of positions newly filled by Pratt Institute students. These lists certainly afford warrant for the idea that the students are snapped up as fast as they can be trained. A domestic science girl, it would seem, hardly has time to change her graduating dress for a traveling suit before she is whisked away to act as teacher, dietician or housekeeper.

The founder's dream has more than come true. He could not have imagined all the beautiful and worthy activities that are to-day being carried on in the institution and furthered in the world because of the institution that bears his widely-honored name.

CHARLES WAGNER, the great Protestant preacher of Paris, is known and loved in America through his translated books, but probably not many among us are aware that it is he who prepares for the elementary schools of France the weekly lessons in morals that are presented by the teachers in the authorized school course. The man who is *par excellence* a preacher to men, capable of rallying Parisian men by the thou-

sands under an uncompromising standard, enlists also the hearts of children. The strong live thinker of the capital patiently sets himself to the making of tiny candles of enlightening thought for the children of the remotest French hamlets. At this critical period of reconstruction in church and school, the influence of Charles Wagner is of incalculable value. What may France not owe in the future to the work of this one whole-souled man among the young men of Paris and the children of the country at large?

The school lessons are in the form of talks. They are simple and vigorous in style, full of elemental thought and of definite application to life, including child life. The topics this year have been, from October 3 to January 24,—

Knowing and Doing.

The Ideal.

Conscience.

Being and Appearing.

The Dead (All Saints' Day).

The House and Those Who Live in it.

The Family, a first school.

The School, a second family.

Our Teachers.

After School.

Life and People.

Curiosity.

Modesty.

Justice.

What it Means to be Able to Speak.

Fooing.

Makers of Lies and Truth Seekers.

Last year there was a course of forty-two lessons, and the spring of production is still running, as fresh

age and strength. For the entertainment and mental development of the little ones there will be a nursery sand table and blackboard, kindergarten books, games and gifts particularly adapted to home use. The intention is to produce as nearly as possible and practicable a kindergarten atmosphere in the nursery.

The *Model Household Nursery* originated in the brain of a Wellesley woman, Ruth Ashley Hirshfield, who

is actively identified with the interests and welfare of children and has made a study of their needs. Her work is not experimental. It is marked by the application of common sense, and she has benefited by the experience of specialists and authorities on the care of children.

Judging from the article in the *Bulletin*, mothers, nurses, and kindergartners will find here a fund of interest and information.



RECENT LITERATURE.

BOOK REVIEWS.

THE STORY OF MY LIFE. By Helen Keller. Doubleday, Page & Co., New York. \$1.50.

The miracle of human development is wrought before us as often as a new babe progresses from infantile unconsciousness to the conscious use and control of his many powers; but the miracle generally passes unheeded or receives only the careless recognition that familiar wonders elicit. If we come into new relations with the miracle, however, as the father and mother do who watch their first child, or as the teacher does who seeks to lend what aid she may in the working of the miracle, or if unwanted elements and conditions threaten its accomplishment, our attention is focused at once and a deepening awe overwhelms us.

Certainly, threatening elements and conditions were present in the case of Helen Keller,—barring her soul in, shutting help out; hence the story of her mental and spiritual development has awakened universal interest. Psychologists and educators are but little ahead of the general public in their desire to know, as far as may be, how this hampered mind, this dungeoned soul, could grow into freedom and power.

In *The Story of My Life*, we catch glimpses of the process and a partial view of the results. The opening chapter introduces us to Miss Keller's near ancestry, and tells of that first brief normal life of hers which lasted only nineteen months. The illness which attacked her then was called acute congestion of the stomach and brain; and it left her deaf and sightless, although her eagerness, vigor and strong will were apparently undiminished. Sad years followed, full of grief and perplexity for the parents, as their little girl grew more tempestuous and miserable from inability to make herself understood; but relief was soon to come.

When Helen was about six years old, her father, at Dr. Alexander Graham Bell's suggestion, wrote to Dr. Michael Anagnos, director of Perkins Institution (where Laura Bridgman had been edu-

cated), and through him secured Miss Anne M. Sullivan as Helen's teacher. Curiously enough, Miss Sullivan had entered Perkins Institution the same year that Helen was born, and at this time (1886) had just graduated from the institution, where she had received all her education. Partially blind when she entered the school, her sight was in great measure restored to her later.

The main facts of Miss Keller's life are well known, but no familiarity with them could detract from the interest that attaches to her own narration. She tells of her faint early memories; of the coming of Miss Sullivan, who has taught her ever since; of her first lessons and the leap of her mind when what had been uncomprehended finger motions suddenly became interpretation and communication to her; of her going to Perkins Institution, where she and Miss Sullivan spent almost three years, and where, although Helen was wholly in Miss Sullivan's care, teacher and pupil had every privilege of the school generously extended to them.

It was during one of these years that Miss Keller, then nearly eleven years old, began to learn to speak, her first teacher in this being Miss Sarah Fuller of the Horace Mann School, Boston. Later, during two years spent at the Wright-Humason School, New York city, special labor was put into the study of articulation; but painstaking care is a constant necessity to retain the wonderful measure of success that Miss Keller has achieved in this, for deaf-blind people, baffling and elusive art. Miss Keller's further scholastic education was carried on at Mr. Gilman's School for Girls in Cambridge, Mass., and by private tutors, always under the devoted Miss Sullivan's direction, until she entered Radcliffe College in 1900.

The method of her education should be read of in detail. The guiding principle in teaching language to her was to use language from the first *as if she understood*, just as is done with a hearing baby, although in Helen's case the words had to be spelled into her hand (by the teacher with the manual alphabet) instead of being spoken. In her early

years, play was a large factor in her education, and then and always her every experience was made to yield rich fruit.

Miss Keller has told her story well. The command of language, the excellence of composition, are noticeable, and there are no peculiarities such as mark the expression of most deaf people. In addition to the twenty-three chapters of *The Story of My Life*, the book contains extracts from letters by Miss Keller and Miss Sullivan, and a supplementary account of Miss Keller's life and education, by John Albert Macy, the careful and able editor of the volume.

A NEW SCHOOL MANAGEMENT. By Levi Seeley. Hinds & Noble, New York. \$1.25.

Special thought for the inexperienced teacher marks Dr. Seeley's book on school management. Its contents are sound, its style frank and pleasant, and a lavish supply of anecdotal illustration makes its points clear and impresses them on the memory.

ELEMENTARY GUIDE TO LITERARY CRITICISM. By F. V. N. Painter. Ginn & Co., Boston. \$0.95.

Strictly a text-book, and one of rather old-fashioned type, this guide needs a genial teacher and plenty of further illustration to enliven it. The matter is well classified, subjects are treated topically in the chapters, and each chapter is followed by a list of review questions and by illustrative and practical exercises.

THE JONES READERS. By Lewis H. Jones. Ginn & Co., Boston.

Mr. Jones's upright character and thorough devotion to public education were conspicuous in his service as superintendent of schools in Indianapolis and Cleveland. Now, as president of the Michigan State Normal School, he is still serving the schools and showing the same characteristics. A recent fruit of his zeal is seen in a series of readers consisting of five books, intended to be used through the eight school grades. The fundamental thought as to subject matter has been the securing of a definite moral effect in addition to intellectual development, and this through the medium of the lessons alone without special explanation by the teacher. The success of the series lies particularly in this direction. The most sensitive child would not feel that he was being

preached at, yet high standards of conduct and right views of life are markedly presented. The publishers have done their part. An impression of cheerful excellence given by the make-up accords with the substance of the contents. The fourth and fifth readers are especially worthy of having a place in the schools, because of the strong hold they would take upon the children's interest and the effect they would have upon character.

THE LOUISIANA PURCHASE, AND THE EXPLORATION, EARLY HISTORY, AND BUILDING OF THE WEST. By Ripley Hitchcock. Ginn & Co., Boston. \$1.25.

This book gives in a succinct and convenient form a clear and simple history of the discovery, the acquisition, and the earlier stages of the building of the West.

The first part carries the history from the discovery of Columbus through the periods of Spanish and French ascendancy, and ends with a vivid account of the dramatic incidents which culminated in the Louisiana Purchase. Then follows in an abbreviated form the narrative of the wonderful journey of Lewis and Clark. To the general reader this convenient summary of a long narrative, with a careful identification of the route and all important points, will be peculiarly interesting. The third part of this history sketches the important exploration of the West; the journeys of men like Pike, Hunt, and Fremont. In addition it pictures characteristic types; the trapper, the soldier, the miner, and the cowboy. In the closing chapters something is said of the political and economic development involved in the permanent occupation and settlement of the West.

It will be seen that the actual acquisition of Louisiana forms but one feature of a history which is unique in its comprehensive view of the earlier West. It includes much material not readily accessible which has not been brought together before, and much which is not to be found in the conventional histories.

The book is attractively bound and contains numerous illustrations chiefly drawn from early sources.

THE SHIP OF STATE. By Those at the Helm. Ginn & Co., Boston.

The Youth's Companion Series, to which this volume belongs, gathers together related articles worthy of greater

How to Do It Series. III. Chip Carving. IV. Bead Work. By T. Vernetto Morse. Art Craft Supply Co., Chicago, Ill. \$0.25 each.

Intended for self-instruction in the decorative arts, these small manuals give plain directions and excellent working designs. The earlier books of the series treat of basket making and pyrography.

WANDERFOLK IN WONDERLAND. By Edith Guerrier. Drawings by Edith Brown. Small, Maynard & Co., Boston. \$1.20 net.

Six animal fable stories with forty-two drawings are here presented. Each story is headed by a motto which gives a clue to its moral. The book is uniform in size and type with the *Arabella and Araminta* stories, and published by the same firm.

BOBTAIL DIXIE. By Abbie N. Smith. Educational Publishing Co., Chicago, Ill. Cloth, \$0.60.

This new edition of Miss Smith's sympathetic story of Dixie, the bright little fox terrier, is issued in a stronger and more attractive binding than the previous editions and at a lower price.

BOOKS RECEIVED.

GINN AND COMPANY, BOSTON. The Louisiana Purchase. By Ripley Hitchcock. \$1.25.

THE JOHN CHURCH COMPANY, CINCINNATI. In School and Out. By Frances Emerson. In Time and Tune. By Penelope Poe.

H. KOHLE, EISENACH, GERMANY. Fröbel's letztes Lebensjahr. By Eleonore Heerwart. 1 mark.

Report of the Commissioner of Education. Vol I. 1902.

E. L. KELLOGG AND Co., NEW YORK. Practical and Artistic Basketry. By Laura Rollins Tinsley. \$1.00. Blackboard Designs. Drawn by Margaret Webb. \$0.50.

HINDS AND NOBLE, NEW YORK. A New School Management. By Levi Seeley, Ph.D. \$1.25.

MABEL SIBYL ROGERS, ROCHESTER. Hope of the Nation (March Two Step). By Mabel Sibyl Rogers.

GINN AND COMPANY, BOSTON. Elementary Guide to Literary Criticism. By F. V. N. Painter. \$0.95.

GEORGE W. JACOBS AND Co., PHILADELPHIA. One Thousand Poems for Children. Edited by Roger Ingpen. \$1.25.

EDUCATIONAL READINGS FROM RECENT PERIODICALS.

UNSOUNDNESS OF THE CULTURE EPOCHS THEORY OF EDUCATION. By Frederick E. Bolton. FADS OR NOT FADS? By Eva March Tappan. Journal of Pedagogy. December, 1903.

CICERO IN MAINE. By Martha Baker Dunn. WHAT CHILDREN WANT TO KNOW. (The Contributors' Club.) The Atlantic Monthly. February, 1904.

ADOLESCENCE. By Prof. J. A. Thomson, M.A. PLEA FOR THE UNSTUDIED CHILD. By R. Cory Gilson, M.A. The Paidologist. November, 1903.

A PLEA FOR THE INCONSPICUOUS CHILD. By Frances Crane Lillie. The Elementary School Teacher. February, 1904.

In the republic each citizen must learn how to put himself in the place of his neighbor, that he may justly judge and wisely serve. In the little commonwealth of the kindergarten the children learn to measure themselves with their peers, to lend a hand to the play-fellow who is weak or ignorant or hurt; and in this miniature republic they are receiving their first instruction in citizenship.

—Sarah L. Arnold.

ADVANCE PROGRAM.

ELEVENTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN
UNION, ROCHESTER, N. Y., APRIL, 27, 28, 29, 1904.

HEADQUARTERS, POWERS' HOTEL.
MISS ANNIE LAWS, *President*.
MISS ADA VAN STONE HARRIS,
Chairman Local Committee.
MISS MARTHA E. BROWN,
Corresponding Secretary.

*Friday Evening, April 23, Two
P. M.*

CONFERENCE OF TRAINING TEACH-
ERS AND SUPERVISORS.

Methodist Institute Assembly Hall.
Chairman, Miss Anna C. Vander-
hagen, Normal School, Albany,
N. Y.

TOPIC

**Practice Teaching in Kindergar-
ten Teaching.**

**Practice Teaching as seen by the Kin-
dergarten Director.**

Report on Part III of Questionnaire.
Miss Mina B. Colburn.

Report on Part IV of Questionnaire.
Miss S. S. Hawtins.

Practice Teaching and the

Report on Part V of Questionnaire.
Miss S. S. Hawtins.

DISCUSSION—

Miss Bertha Payne,
Chicago, Ill.

Tuesday Evening, Eight o'clock.

**The Graduate's View of Practice
Teaching.**

Report on Part III of Questionnaire.

Miss Mina B. Colburn.

DISCUSSION—

Miss Geraldine O'Grady,
New York, N. Y.

**The Junior Year Without Practice
Teaching.**

Report on Part IV of Questionnaire.

Miss S. S. Hawtins,
Chelsea, Mass.

DISCUSSION—

Miss Annie Eider,
Chicago, Ill.

*Wednesday Morning, April 27, Ten
P. M.*

Methodist Institute Assembly Hall.
Training Session.

*Thursday Morning, April 28, Ten
P. M.*

Methodist Institute Assembly Hall.
Training Session.

*Friday Morning, April 29, Ten
P. M.*

Methodist Institute Assembly Hall.
Training Session.

*Saturday Morning, April 30, Ten
P. M.*

Wednesday Evening, Eight o'clock.
(Place to be announced later.)

PUBLIC MEETING.

A Word of Welcome,
Mrs. William A. Montgomery,
Commissioner of Education,
Rochester, N. Y.

Response by President of I. K. U.
Address, Miss Lucy Wheelock
Address, Dr. Richard G. Boone
Address.

Thursday Morning, Nine-Thirty o'clock.

East High School, Assembly Hall.

PARENTS' CONFERENCE.

Chairman, Mrs. M. B. B. Langzettel.
(Program to be announced later.)

Thursday Afternoon, Two o'clock.

ROUND TABLE.

Chairman, Miss Emilie Poulsson.
Story, *The Two Paths*,
Miss Maud Lindsay, Tuscumbia, Ala.
Address, *Child Types in Literature*,
Rev. A. A. Berle, Boston, Mass.
Address, *The Coöperation of Kindergarten and Librarian*,
Miss M. E. Hazeltine, Prendergast
Library, Jamestown, N. Y.

Story, *Wishing Wishes*,
Miss Maud Lindsay, Tuscumbia, Ala.

Thursday Evening.

RECEPTION.

Friday Morning, Nine-Thirty o'clock.
East High School, Assembly Hall.

BUSINESS MEETING.

Report of Committee of Fifteen.
Chairman, Miss Susan E. Blow.
Plans for the Future, Election of
Officers, etc.

Friday Afternoon, Two o'clock.

East High School, Assembly Hall.

SYMPOSIUM.

Miss Susan E. Blow,
Mrs. Alice H. Putnam,
Dr. Jenny B. Merrill,
Miss Fanniebelle Curtis,
Miss Emilie Poulsson,
Mrs. Mary B. Page,
Miss Patty S. Hill,
Miss Harriet Niel,
Miss Mary C. McCulloch,
Miss Alice E. Fitts,
Miss Josephine Jarvis,
Miss Lucy H. Symonds,
Miss Bertha Payne,
Miss Annie L. Howe,
and others.

REPORTS.

St. Louis, Missouri.

The St. Louis Froebel Society held its January meeting at the Wayman Crow kindergarten, Saturday, January 30. The society was addressed by Mr. William Schuyler of the St. Louis high school, on a most interesting subject: *Fairy Stories and Folk Lore*. In his address Mr. Schuyler called attention to the following points:—

Fairy stories are the seed or germ from which the literature of a people

springs—upon which it is based. There being no native traditional folk lore in America, we have to adopt that of others. In these stories you find the habits of a primitive people and their beliefs. You cannot find the origin of them. They are not written, but are gathered from peasants, nurses, and professional story-tellers. They must be gathered from an illiterate people. When a nation learns to read, folk lore vanishes. Almost every nation has its professional story-tellers,

and the people (like children) will have no alteration in the details of a story; they must have absolute rendition. A large number of the well known fairy tales are common to all nations, such tales as *The Swan Maiden, Cinderella, etc.* These differ in minor details only, the main ideas being the same. This similarity is accounted for by the fact that different races of men have passed through certain similar stages of development, these stages being illustrated in the tales, and their intense attraction for children lies in the fact that each child goes through in his own development, substantially the same stages. A story, very well told, will hold a child when nothing else will.

By following the sequence of the development of the child's mind and of the growth of his character, we can know why the tales are so attractive to children. We can know why the tales are so attractive to children. We can know why the tales are so attractive to children.

bravery, and kindness or generosity. Do not attempt to draw a moral when telling fairy tales, but emphasize by constant repetition the intelligence, bravery, and kindness. People who are intelligent, brave, and kind are truthful. It is the timid, cowardly people who lie, either from fear or for gain. Remember that the fairy story is not literature, but the origin of literature, and is the only proper story for a very young child.

FRANCES K. CAMPBELL,
Corresponding Secretary.

New York City.

At the January meeting of the Jenny Hunter Alumnae Association, held in New York city, January 22, Prof. Earl Barnes gave an address on *The Power of the Story in Education*. He stressed at length upon the genesis of love and the laying of the race, and of its influence upon the character of individuals. He stressed the importance of education in its broadest sense, he invited all educators to consider the power of the story in education.

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we come in contact that will provide the atmosphere in which their best gifts and qualities can develop; only guarding against the suppression of any individuality by causing it to become the echo of a much loved and loving personality.

His suggestions apply most forcibly to those who have to do with children at their most impressionable age, and such a talk in these days of materialism is a help to those who are trying to see the ideal in the actual.
H. C. M.

THE EDUCATIONAL EXHIBIT AT THE WORLD'S FAIR.

The Department of Education has been given the place of honor at the World's Fair, and for the first time in the history of universal expositions a separate building is provided for educational exhibits.

No effort or expense has been spared to secure a comprehensive educational display which will show not only the present status of education but its historical development. To this end the entire field of education has been surveyed and subdivided into definite groups. The exhibits in the first groups deal with elementary education, both public and parochial, from the kindergarten on through the elementary grades to the continuation schools, including evening schools, vacation schools and schools for special training. This is followed by the representation of secondary education in Group 2, as shown in high schools and academies, also manual training high schools and commercial high schools. Then Group 3, where higher education includes colleges, universities, scientific, technical and engineering schools, and also professional schools and libraries and museums.

The object of the educational exhibit is twofold; first, to secure a comparative exhibit from all countries of the world noted for educational effort; second, to present a thoroughly systematic exhibit of all phases of education in the United States.

By the liberal rules of the Exposition management, each state can follow practically its own plan of display, and it is believed that this free and unhampered manner will produce the best results.

To illustrate the training of a child in school, most states will give displays showing the work of the pupils in the elementary grade by the exhibit of ex-

amination papers, and then carry the work of the same pupils through to the eighth grade. This will demonstrate the various stages of growth of the child's mind, and at the same time show the efficiency of the method of instruction. In these exhibits it is even possible to show the training of the child's imagination and the development of its powers of observation. For instance, some states have arranged to give elaborate exhibits of drawings made by the same pupils all the way from the elementary to the eighth grade. These drawings were not made with a view of training the children to become artists, but with the sole and only purpose of bringing into play their imagination and powers of observation.

DeLancey M. Ellis of Rochester, N. Y., who is in charge of the New York state exhibits for education and social economy, promises to make a comprehensive display. New York city will have a strictly city exhibit.

Other city exhibits, as such, will be made by Chicago and St. Louis. Prof. C. W. Woodward of the latter city will have a model manual training school in operation, and Professor Soldan, superintendent of public schools, will have a model kindergarten.

Missouri will display photographs of every schoolhouse in the state, with teachers and pupils grouped in front. The Missouri World's Fair Commission will show a model schoolhouse to cost \$1,200, and school boards will be surprised to see what can be done with that amount of money. The exhibit structure will represent a one-room house which will cost \$800 or \$900, with furnishings to cost the remainder. It will have modern systems of heating, lighting and ventilation. In this house a

Missouri rural school exhibit will be given.

Alameda county, Cal., will make a county school exhibit that will equal the exhibits of some states. A striking feature of this exhibit will be a papier maché relief map of the county, 14 by 20 feet, made by the pupils of the public schools. All hills and valleys, streams, and all railways, public roads, school-houses, public buildings, and each township, city and village will be shown. The map will be carefully compared by the county civil engineer, and at the close of the fair it will be returned to Oakland, the county seat where it will be installed in the office of the county surveyor and kept as the official map of the county. Prof. F. O. Crawford, superintendent of the county schools, will have charge of the work.

Milwaukee, Wis., is preparing a novel exhibit. The oral work of the public schools is being transfixed to the phonographic cylinders of the Edison machine by the McGreal brothers, and classes are being detailed from the various schools for that purpose daily. The work is in three divisions, declamations and reading by individual members of the classes, and singing in chorus. Two classes from each of the schools of the city, from the kindergarten, through the grades to and including the eighth, will be represented in this work. The reading and recitation of pupils studying German will also be transfixed to the cylinders for use at the exposition, and there will be work also by the school for the deaf, and selections sung by South Side high school girls' glee club. The records of the schools are being made under the supervision of H. N. Emmons, an expert from the Edison laboratory in Orange, N. J., who has been sent to Milwaukee for that purpose.

One of the great innovations in the exhibit of the Exposition has been the endeavor to make it an exhibit of processes. So far as possible this has been introduced into the educational department. Laboratories in operation, domestic science and manual training schools where pupils are at work, and the

actual instruction of the deaf, dumb, and blind will be special features. A lecture hall with a seating capacity for 250 people will be fitted out for stereopticon and lantern lectures, in which special lectures and talks will be given by educational experts from all parts of the world.

SOME FEATURES OF THE EXPOSITION.

A Model City, showing ideal public buildings and utilities. Models embracing the leading thoroughfares of the world.

A Gold Mine, underground tunnels, with adits, slopes, hangings and shafts, stamp mills, amalgamators, jigs, slime tables, etc.

Olympic Games, revised and given elaborate production. Athletes from all over the world are to compete.

Robert Burns's Cottage at Ayrshire, reproduced by the Burns Cottage Association.

General Grant's Cabin, moved from Old Orchard and rebuilt from original material, near Art palace.

Garden of Versailles, reproduced by France, together with the Grand Trianon and other buildings.

Washington's Headquarters at Morristown during Revolutionary War, reproduced by New Jersey as the state building.

Kensington Palace banqueting hall, reproduced by Great Britain and used as the British pavilion.

Castle of Charlottenburg, reproduced by Germany and used as the German pavilion.

The Cabildo, where formal transfer of the Louisiana territory occurred, reproduced by the state of Louisiana.

Rose Garden, six acres in extent; 50,000 rose trees in blossom. Largest rose garden in the world.

United States map, covering six acres, with cinder walks for boundary line between states; the map made of growing crops of the state shown.

ITEMS OF INTEREST.

Announcements regarding the Columbia University Summer Session are now ready for distribution. The teaching staff has been increased from forty-four to sixty-three and new courses will be offered in anthropology, chemistry, education, geology, German, manual training, physiology, physics, and physical education. In the department of English four new courses will be given, and in that of romance languages, six. Domestic science, geography, and mechanical drawing will be introduced and represented by a total of nine courses. The session is open to both men and women.

Wilkesbarre, Pa., now supports two kindergartens in the public schools, one at the North street school and one at the Hill street. They have been opened as an experiment since the beginning of the school term. The number enrolled at North street is forty, and at Hill street thirty-six. The attendance has been much interfered with this winter on account of the extreme cold, and an epidemic of measles. The work, however, is progressing nicely and the kindergartens are an undoubted success. The teachers are Miss Blair and Miss Alice Stewart, and their assistants are Miss Oplinger and Miss Clause.

Kindergartners who met Miss Amy Walmsley of Bedford, England, during her American tour last year will be interested in knowing that the students of the Bedford Kindergarten College have given two performances of a charming and highly artistic Japanese operetta, *The Jewel Maiden*, in aid of the building fund of their institution. We do not know the amount raised, but hope that it was a handsome one.

The members of the Presque Isle (Me.) Kindergarten Association are making arrangements to hold a business or merchants' carnival at an early date. Mrs. Mary Frances Stetson has been engaged to take charge of the drill act. It is anticipated that quite a large fund will be raised for the furtherance of the

work, which is so beneficial to the children.

The Philadelphia Branch of the International Kindergarten Union has been having a musical feast; and in consequence has welcomed to its ranks many new members. Recitals have been given by Mr. Walter Damrosch, who described in glowing terms the artistic beauty of Wagnerian drama, and gave much pleasure by his rendition of the prominent musical themes. The wonderful legends that lie behind the great Trilogy of the Nibelung's Ring were told most beautifully and poetically, till the listeners felt the thrall of the mysterious destiny which followed the theft of the gold, and the forging of the miraculous sword. All America has been aroused by the accounts of the production of *Parsifal*, and those who heard only the lecture recital feel most deeply what was missed in not being in New York to witness the entire drama. Two afternoons were given to its study, and the time was only too short for the glorious music, with snatches of which Mr. Damrosch constantly illustrated the recital. On Tuesday, February 2, an interested audience listened to an address by Dr. Robert Ellis Thompson, president of the Central High School, on *The Beliefs of Our Forefathers*.

V. B. J., *Cor. Sec'y.*

The Mothers' Union of Shreveport, La., of which Mrs. Clarence Harris is the president, provided for its friends a course of lectures by Mrs. Jeannette Gregory West of West-Marienthal Institute, St. Louis, Mo., January 8 and 9. The subjects, *Discipline, Play, The Relation of the Kindergarten to the Home, Community, and State*, were presented in a comprehensive manner which revealed the application of the Frobelian principles to the parents' world. The Mothers' Union hopes to be instrumental in disseminating a true knowledge of those essential principles which so greatly affect the development of little children.

Nettie L. Beal of Syracuse give a talk on *Art as a Means of Development for Children*, March 5. The kindergarten club will assist the mothers financially, thus having a joint meeting of the two clubs. Mrs. Tefft, president of the club, presented the matter of inviting the New York State Assembly of Mothers to meet in Sandy Hill in October. The matter was discussed, and the club voted unanimously to invite the assembly. Dr. George Brown of Glens Falls gave an excellent talk on *The Care of Children's Teeth*, the omitting of technical terms making the talk most interesting and helpful. The meeting then adjourned for the social half hour. The cake sale was well patronized.

The first of the series of lectures in the kindergarten course at Pittsfield, Mass., was given in the high school auditorium, January 28. The speaker was Dr. F. A. C. Perrine of the Stanley Electric Company, whose subject was *Electricity from the Waterfall*. The lecture was illustrated with a large number of stereopticon views.

The Washington (D. C.) Kindergarten Club, of which Miss Susan Pollock is president, held a temperance reunion, celebrating the twentieth anniversary of the free kindergarten of Baltimore, Md., taught from its beginning in 1883 to 1895, twelve years, by Mrs. Sarah L. Welsh. There were about fifty guests present, and letters from several states were received and read. Mrs. Welsh was pleasantly surprised by the presentation of a purse of \$10 from her friends. A short address was given by Mrs. Clinton Smith, president of the Washington W. C. T. U.

A kindergarten and private school was opened in February at 7 Greene street, Livermore Falls, Me., by Mrs. G. S. Lee.

A lecture recital by Edward Baxter Perry was given at Macon, Ga., February 1, for the benefit of free kindergartens.

At the annual meeting of the Winnipeg (Man.) Free Kindergarten Association the reports were full of expressions of gratitude for the new building which has been erected the past year and is fully paid for. The kindergarten, in charge of Miss Copus, has sixty-two children, with many waiting until the severe weather is over.

At a recent meeting of the Mothers' Club of the Lincoln kindergarten at

Dubuque, Ia., City Superintendent F. T. Oldt addressed the parents of the children, speaking in the cause of education. This club is one of the most enthusiastic and growing of any in the city, and the work accomplished by it has been and is of great benefit to both parents and teachers. Miss Elsie Ibach is director of the kindergarten and is assisted by Miss Winifred Oldt. The officers of the club are: President, Mrs. Langworthy; vice-president, Mrs. M. Ulber; treasurer, Mrs. Kintzinger; secretary, Mrs. Howie.

A kindergarten is to be established in the Aiken Street Home, Moline, Ill. Of the thirty-eight children in the home only twelve are old enough to attend public school.

Thirty-four children were present at the opening of the Royce kindergarten, Ashland, Wis., February 1. The new kindergarten is located in one of the rooms in the new addition to the school. The classes are in charge of Misses Sheehan, Smith, and Lemmerhart.

Mrs. F. R. Keyser, who has a kindergarten at Tallahassee, Fla., is assisted in her work by Miss Weltus of Key West and Miss Williams of Eustis.

At the meeting of the kindergarten section of the Michigan State Teachers' Association, the secretary, Miss McCrickett of Bay City, presided. The first paper was read by Miss Stoddard of Detroit, on *The Educational Value of Music*. The other speakers on the program being absent, the proceedings were somewhat informal and perhaps the more enjoyable. At the request of the chairman, Dr. Hoyt gave an account of his visit to the "Froebel land," describing the old home, scenes of work, and the grave of the founder of the kindergarten. Miss Knapp of Detroit followed, supplementing Miss Stoddard's paper with some brief and practical suggestions on the use of music with very little children. Miss Goodman of Saginaw gave a few words on sense-training, urging more simplicity in the kindergarten. Miss Wise of Ypsilanti spoke a word of greeting, and, by request, Mrs. Treat told an "after Christmas" story. Then followed the election of officers, resulting as follows: Chairman, Dr. C. O. Hoyt, Michigan State Normal College; secretary, Miss S. B. Goodman, Saginaw.

Worcester kindergartners have shown themselves very friendly to the editors

availability and permanence than the back numbers of ever-so-popular a periodical can hope to afford. For this scheme *The Ship of State* is an exceptionally good voucher, since it brings together concise yet extremely interesting papers written by great authorities with the special intent of informing Young America concerning such governmental matters as naturally interest him and are important for him to know. Just at this time the closing paragraph of President Roosevelt's chapter (written in 1900, before he was nominated for vice-president) can but cause a sympathetic throb in the heart of every citizen. "Altogether, there are few harder tasks than that of filling well and ably the office of President of the United States. The labor is immense, the ceaseless worry and harassing anxiety are beyond description. But if the man at the close of his term is able to feel that he has done his duty well, that he has solved after the best fashion of which they were capable the great problems with which he was confronted, and has kept clean and in good running order the governmental machinery of the mighty republic, he has the satisfaction of feeling that he has performed one of the great world tasks, and that the mere performance is in itself the greatest of all possible rewards."

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Specifically, the material in this book is to illustrate the principle and processes of "music-education" as sketched in the first book of the series. It comprises: I. Examples of original musical and poetical work by children from three to eleven years old and by a few (from the vacation schools) a little older. II. Poetic motives for children to set to music, the broken bits of verse being partly composed by students, partly from well-known authors. III. Songs with words, intended (a) to develop song and melodic conception for its own sake and as the expression of child life; (b) to develop not only vocal but manual (pianistic) expression of musical conceptions; (c) to serve as a means for the development of the scientific understanding of the primary elements of music. IV. Songs without words. For these, children are expected to furnish original poetic settings. V. Melodies for writing. These are first to be learned aurally

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—Sarah L. Arnold.

ADVANCE PROGRAM.

ELEVENTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN
UNION, ROCHESTER, N. Y., APRIL, 27, 28, 29, 1904.

HEADQUARTERS, POWERS' HOTEL.

MISS ANNIE LAWS, *President.*

MISS ADA VAN STONE HARRIS,
Chairman Local Committee.

MISS MARTHA E. BROWN,
Corresponding Secretary.

*Tuesday Afternoon, April 26, Two
o'clock.*

CONFERENCE OF TRAINING TEACH-
ERS AND SUPERVISORS.

Mechanics Institute, Assembly Hall.

Chairman—Miss Nina C. Vande-
walker, Normal School, Milwau-
kee, Wis.

TOPIC.

**Practice Teaching in Kindergar-
ten Training.**

**Practice Teaching as seen by the Kin-
dergarten Director.**

Report on Part I of Questionnaire.

Miss Ruth E. Tappan,
Pittsburgh, Pa.

DISCUSSION—

Miss Mary C. McCulloch,
St. Louis, Mo.

Miss Cynthia P. Dozier,
New York, N. Y.

**Practice Teaching from the Training
Teacher's Standpoint.**

Report on Part II of Questionnaire.

Miss Mina B. Colburn,
Cincinnati, O.

DISCUSSION—

Miss Bertha Payne,
Chicago, Ill.

Tuesday Evening, Eight o'clock.

**The Graduate's View of Practice
Teaching.**

Report on Part III of Questionnaire.

Miss Mina B. Colburn.

DISCUSSION—

Miss Geraldine O'Grady,
New York, N. Y.

**The Junior Year Without Practice
Teaching.**

Report on Part IV of Questionnaire.

Mrs. S. S. Harriman,
Chelsea, Mass.

DISCUSSION—

Miss Amalie Hofer,
Chicago, Ill.

*Wednesday Morning, April 27, Ten
o'clock.*

East High School, Assembly Hall.

OPENING SESSION.

Address of Welcome,

Dr. Rush Rhees,

President of University of Rochester.

Reports of Delegates,

Reading of Foreign Letters,

Appointment of Committees.

Wednesday Afternoon.

Excursion and Entertainment,
to be announced later by the
Local Committee.

Wednesday Evening, Eight o'clock.
(Place to be announced later.)

PUBLIC MEETING.

A Word of Welcome,
Mrs. William A. Montgomery,
Commissioner of Education,
Rochester, N. Y.
Response by President of L. K. U.
Address, Miss Lucy Wheelock
Address, Dr. Richard G. Boone
Address.

Thursday Morning, Nine-Thirty o'clock.

East High School, Assembly Hall.

PARENTS' CONFERENCE.

Chairman, Mrs. M. B. B. Langzettel.
(Program to be announced later.)

Thursday Afternoon, Two o'clock.

ROUND TABLE.

Chairman, Miss Emilie Poulsson.
Story, *The Two Paths*,
Miss Maud Lindsay, Tuscumbia, Ala.
Address, *Child Types in Literature*,
Rev. A. A. Berle, Boston, Mass.
Address, *The Coöperation of Kindergarten and Librarian*,
Miss M. E. Hazeltine, Prendergast
Library, Jamestown, N. Y.

Story, *Wishing Wishes*,
Miss Maud Lindsay, Tuscumbia, Ala.

Thursday Evening.

RECEPTION.

Friday Morning, Nine-Thirty o'clock.
East High School, Assembly Hall.

BUSINESS MEETING.

Report of Committee of Fifteen.
Chairman, Miss Susan E. Blow.
Plans for the Future, Election of
Officers, etc.

Friday Afternoon, Two o'clock.

East High School, Assembly Hall.

SYMPOSIUM.

Miss Susan E. Blow,
Mrs. Alice H. Putnam,
Dr. Jenny B. Merrill,
Miss Fanniebelle Curtis,
Miss Emilie Poulsson,
Mrs. Mary B. Page,
Miss Patty S. Hill,
Miss Harriet Niel,
Miss Mary C. McCulloch,
Miss Alice E. Fitts,
Miss Josephine Jarvis,
Miss Lucy H. Symonds,
Miss Bertha Payne,
Miss Annie L. Howe,
and others.

REPORTS.

St. Louis, Missouri.

The St. Louis Froebel Society held its January meeting at the Wayman Crow kindergarten, Saturday, January 30. The society was addressed by Mr. William Schuyler of the St. Louis high school, on a most interesting subject: *Fairy Stories and Folk Lore*. In his address Mr. Schuyler called attention to the following points:—

Fairy stories are the seed or germ from which the literature of a people

springs—upon which it is based. There being no native traditional folk lore in America, we have to adopt that of others. In these stories you find the habits of a primitive people and their beliefs. You cannot find the origin of them. They are not written, but are gathered from peasants, nurses, and professional story-tellers. They must be gathered from an illiterate people. When a nation learns to read, folk lore vanishes. Almost every nation has its professional story-tellers,

and the people (like children) will have no alteration in the details of a story; they must have absolute rendition. A large number of the well known fairy tales are common to all nations, such tales as *The Swan Maiden*, *Cinderella*, etc. These differ in minor details only, the main ideas being the same. This similarity is accounted for by the fact that different races of men have passed through certain similar stages of development, these stages being illustrated in these tales, and their intense attraction for children lies in the fact that each child goes through in his own development substantially the same stages. A fairy story will hold a child when nothing else will.

To the savage mind, the sequence of one thing upon another is cause and effect. He knows only his own savage nature. He fears the storm, the rain, the wind. They injure him, as he has injured others. To his mind, the animals can talk, and would, were they not so sly—a quality to him most admirable. The savage dreams of himself and from his dreams he makes these tales.

In the earliest stories the characters were simply a man and a woman; later they became prince and princess, and still later were given personal names—Rose-red, Snow-white, Cinderella, Golden-hair. But these names always had a meaning. They illustrated some quality of the person. The essence of these tales is the weakling triumphing over the stupid strong by his slyness or craft; as in the tales of Uncle Remus by Harris. In them the cunning little Br'er Rabbit gets ahead of everybody by his craftiness. In the German tales the fox takes the place of the rabbit. It is the victory of intelligence over brute force, of mind over matter. The first stories were those of animals only; afterwards they were of both animals and human beings.

In the later stories you find craft accompanied by kindness. The intelligent person has wit to see that kindness pays. Then they come to recognition of relationships. A full knowledge of relationships leads to kindness of action. The kind-hearted hero first gains the favor of animals, enchanters, or fairies by his kindness. Next he uses the powers bestowed by them in return for this kindness to help and aid others. He is still crafty, but very brave.

In all these tales the hero has three important characteristics, intelligence,

bravery, and kindness or generosity. Do not attempt to draw a moral when telling fairy tales, but emphasize by constant repetition the intelligence, bravery, and kindness. People who are intelligent, brave, and kind are truthful. It is the timid, cowardly people who lie, either from fear or for gain. Remember that the fairy story is not literature, but the origin of literature, and is the only proper story for a very young child.

FRANCES K. CAMPBELL,
Corresponding Secretary.

New York City.

At the January meeting of the Jenny Hunter Alumnae Association, held in New York city, January 22, Prof. Earl Barnes gave an address on *The Power of Love as a Factor in Education*. He spoke at length upon the genesis of love in the early days of the race, and of its effect upon the character of individuals and nations; treating of education in its broadest sense, he divided all educators into four classes:—

1. Those who wish to mould the human being by force into compliance with an organization.
2. Those who wish to form him in accordance with tradition.
3. Those who have a pedagogical idea, as, for example, Rousseau.
4. Those who wish to develop the human being by loving him.

Intelligent love creates an atmosphere in which a nature can grow and be its best. In earliest times love extended only to the small circle of the family, a love which came to include the tribe, and later, to some extent, the nation. But love of humanity, the feeling of brotherhood between all mankind, nowhere existed before the coming of Jesus Christ. Since that time this higher, unselfish love has grown, and must continue to grow, for it has not yet reached its full development.

Professor Barnes spoke convincingly of his belief that a child less than five years old cannot know love for even his mother, much less for God. His observations on the growth of generosity in a young child were interesting, noting, among other things, that a child parts willingly with all of his candy until he is old enough to grasp the idea of limited quantity, when he offers only a part of his treasure.

Professor Barnes urged the cultivation of more real sympathy with our fellows, an affection for those with whom

we come in contact that will provide the atmosphere in which their best gifts and qualities can develop; only guarding against the suppression of any individuality by causing it to become the echo of a much loved and loving personality.

His suggestions apply most forcibly to those who have to do with children at their most impressionable age, and such a talk in these days of materialism is a help to those who are trying to see the ideal in the actual.

H. C. M.

THE EDUCATIONAL EXHIBIT AT THE WORLD'S FAIR.

The Department of Education has been given the place of honor at the World's Fair, and for the first time in the history of universal expositions a separate building is provided for educational exhibits.

No effort or expense has been spared to secure a comprehensive educational display which will show not only the present status of education but its historical development. To this end the entire field of education has been surveyed and subdivided into definite groups. The exhibits in the first groups deal with elementary education, both public and parochial, from the kindergarten on through the elementary grades to the continuation schools, including evening schools, vacation schools and schools for special training. This is followed by the representation of secondary education in Group 2, as shown in high schools and academies, also manual training high schools and commercial high schools. Then Group 3, where higher education includes colleges, universities, scientific, technical and engineering schools, and also professional schools and libraries and museums.

The object of the educational exhibit is twofold; first, to secure a comparative exhibit from all countries of the world noted for educational effort; second, to present a thoroughly systematic exhibit of all phases of education in the United States.

By the liberal rules of the Exposition management, each state can follow practically its own plan of display, and it is believed that this free and unhampered manner will produce the best results.

To illustrate the training of a child in school, most states will give displays showing the work of the pupils in the elementary grade by the exhibit of ex-

amination papers, and then carry the work of the same pupils through to the eighth grade. This will demonstrate the various stages of growth of the child's mind, and at the same time show the efficiency of the method of instruction. In these exhibits it is even possible to show the training of the child's imagination and the development of its powers of observation. For instance, some states have arranged to give elaborate exhibits of drawings made by the same pupils all the way from the elementary to the eighth grade. These drawings were not made with a view of training the children to become artists, but with the sole and only purpose of bringing into play their imagination and powers of observation.

DeLancey M. Ellis of Rochester, N. Y., who is in charge of the New York state exhibits for education and social economy, promises to make a comprehensive display. New York city will have a strictly city exhibit.

Other city exhibits, as such, will be made by Chicago and St. Louis. Prof. C. W. Woodward of the latter city will have a model manual training school in operation, and Professor Soldan, superintendent of public schools, will have a model kindergarten.

Missouri will display photographs of every schoolhouse in the state, with teachers and pupils grouped in front. The Missouri World's Fair Commission will show a model schoolhouse to cost \$1,200, and school boards will be surprised to see what can be done with that amount of money. The exhibit structure will represent a one-room house which will cost \$800 or \$900, with furnishings to cost the remainder. It will have modern systems of heating, lighting and ventilation. In this house a

Missouri rural school exhibit will be given.

Alameda county, Cal., will make a county school exhibit that will equal the exhibits of some states. A striking feature of this exhibit will be a papier maché relief map of the county, 14 by 20 feet, made by the pupils of the public schools. All hills and valleys, streams, and all railways, public roads, school-houses, public buildings, and each township, city and village will be shown. The map will be carefully compared by the county civil engineer, and at the close of the fair it will be returned to Oakland, the county seat where it will be installed in the office of the county surveyor and kept as the official map of the county. Prof. F. O. Crawford, superintendent of the county schools, will have charge of the work.

Milwaukee, Wis., is preparing a novel exhibit. The oral work of the public schools is being transixed to the phonographic cylinders of the Edison machine by the McGreal brothers, and classes are being detailed from the various schools for that purpose daily. The work is in three divisions, declamations and reading by individual members of the classes, and singing in chorus. Two classes from each of the schools of the city, from the kindergarten, through the grades to and including the eighth, will be represented in this work. The reading and recitation of pupils studying German will also be transixed to the cylinders for use at the exposition, and there will be work also by the school for the deaf, and selections sung by South Side high school girls' glee club. The records of the schools are being made under the supervision of H. N. Emmons, an expert from the Edison laboratory in Orange, N. J., who has been sent to Milwaukee for that purpose.

One of the great innovations in the exhibit of the Exposition has been the endeavor to make it an exhibit of processes. So far as possible this has been introduced into the educational department. Laboratories in operation, domestic science and manual training schools where pupils are at work, and the

actual instruction of the deaf, dumb, and blind will be special features. A lecture hall with a seating capacity for 250 people will be fitted out for stereopticon and lantern lectures, in which special lectures and talks will be given by educational experts from all parts of the world.

SOME FEATURES OF THE EXPOSITION.

A Model City, showing ideal public buildings and utilities. Models embracing the leading thoroughfares of the world.

A Gold Mine, underground tunnels, with adits, slopes, hangings and shafts, stamp mills, amalgamators, jigs, slime tables, etc.

Olympic Games, revised and given elaborate production. Athletes from all over the world are to compete.

Robert Burns's Cottage at Ayrshire, reproduced by the Burns Cottage Association.

General Grant's Cabin, moved from Old Orchard and rebuilt from original material, near Art palace.

Garden of Versailles, reproduced by France, together with the Grand Trianon and other buildings.

Washington's Headquarters at Morristown during Revolutionary War, reproduced by New Jersey as the state building.

Kensington Palace banqueting hall, reproduced by Great Britain and used as the British pavilion.

Castle of Charlottenburg, reproduced by Germany and used as the German pavilion.

The Cabildo, where formal transfer of the Louisiana territory occurred, reproduced by the state of Louisiana.

Rose Garden, six acres in extent; 50,000 rose trees in blossom. Largest rose garden in the world.

United States map, covering six acres, with cinder walks for boundary line between states; the map made of growing crops of the state shown.

ITEMS OF INTEREST.

Announcements regarding the Columbia University Summer Session are now ready for distribution. The teaching staff has been increased from forty-four to sixty-three and new courses will be offered in anthropology, chemistry, education, geology, German, manual training, physiology, physics, and physical education. In the department of English four new courses will be given, and in that of romance languages, six. Domestic science, geography, and mechanical drawing will be introduced and represented by a total of nine courses. The session is open to both men and women.

Wilkesbarre, Pa., now supports two kindergartens in the public schools, one at the North street school and one at the Hill street. They have been opened as an experiment since the beginning of the school term. The number enrolled at North street is forty, and at Hill street thirty-six. The attendance has been much interfered with this winter on account of the extreme cold, and an epidemic of measles. The work, however, is progressing nicely and the kindergartens are an undoubted success. The teachers are Miss Blair and Miss Alice Stewart, and their assistants are Miss Oplinger and Miss Clause.

Kindergartners who met Miss Amy Walmsley of Bedford, England, during her American tour last year will be interested in knowing that the students of the Bedford Kindergarten College have given two performances of a charming and highly artistic Japanese operetta, *The Jewel Maiden*, in aid of the building fund of their institution. We do not know the amount raised, but hope that it was a handsome one.

The members of the Presque Isle (Me.) Kindergarten Association are making arrangements to hold a business or merchants' carnival at an early date. Mrs. Mary Frances Stetson has been engaged to take charge of the drill act. It is anticipated that quite a large fund will be raised for the furtherance of the

work, which is so beneficial to the children.

The Philadelphia Branch of the International Kindergarten Union has been having a musical feast; and in consequence has welcomed to its ranks many new members. Recitals have been given by Mr. Walter Damrosch, who described in glowing terms the artistic beauty of Wagnerian drama, and gave much pleasure by his rendition of the prominent musical themes. The wonderful legends that lie behind the great Trilogy of the Nibelung's Ring were told most beautifully and poetically, till the listeners felt the thrall of the mysterious destiny which followed the theft of the gold, and the forging of the miraculous sword. All America has been aroused by the accounts of the production of *Parsifal*, and those who heard only the lecture recital feel most deeply what was missed in not being in New York to witness the entire drama. Two afternoons were given to its study, and the time was only too short for the glorious music, with snatches of which Mr. Damrosch constantly illustrated the recital. On Tuesday, February 2, an interested audience listened to an address by Dr. Robert Ellis Thompson, president of the Central High School, on *The Beliefs of Our Forefathers*.

V. B. J., *Cor. Sec'y.*

The Mothers' Union of Shreveport, La., of which Mrs. Clarence Harris is the president, provided for its friends a course of lectures by Mrs. Jeannette Gregory West of West-Marienthal Institute, St. Louis, Mo., January 8 and 9. The subjects, *Discipline, Play, The Relation of the Kindergarten to the Home, Community, and State*, were presented in a comprehensive manner which revealed the application of the Frobelian principles to the parents' world. The Mothers' Union hopes to be instrumental in disseminating a true knowledge of those essential principles which so greatly affect the development of little children.

In a circular sent to the kindergartners of New York public schools last spring, Dr. Merrill gave the following notice, and, in connection with it, the suggestion that the kindergartners read the description of the Altenstein play festival in Baroness von Bülow's *Reminiscences of Froebel*:—

All kindergartners who desire to do so are cordially invited to join in planning for simple play festivals in the different parks of the city on Froebel's Birthday, April 21, or another pleasant day. I suggest that the several kindergartners in the immediate neighborhood of a park, after consultation with their respective principals, meet each other to make appropriate arrangements. Morning kindergartens should hold the festival during the regular kindergarten morning hours (10.30-11.30) and afternoon kindergartens during the regular afternoon hours (1 p. m. to 2). Parents may be invited, also the district superintendent and inspectors. I suggest notifying the policeman in attendance upon the school, also having each child wear a badge bearing the number of the school. A particular color should be chosen for each kindergarten. I shall be pleased to receive at my office a program of songs, marches and games before April 1 from each group.

At a meeting of the Brooklyn (N. Y.) Kindergarten Union in the Kindergarten House of Pratt Institute, January 15, Miss Laura Fisher of Boston gave an address on *The Essentials for Which Kindergartens Should Stand*. Miss Fisher dealt with general principles rather than with details of practice. She indicated most forcibly the marks of right control and legitimate freedom on the one hand and caprice or anarchy on the other. She also showed how, by the right use of play, the kindergartner may secure interest and attention and make any exercise developing and educative, or how she may fail to accomplish anything but diversion.

On January 18, Miss Susan E. Blow addressed the Brooklyn Free Kindergarten Society on the subject of *The Value of a Kindergarten in a Community*. She spoke of the increase of crime in different countries, showing, by means of carefully gathered statistics, the condition of the inferior class (criminals, paupers, dependents), always existing in

the midst of any civilized community. She next took up the wisdom of prevention, rather than reform or punishment, and showed the kindergarten as a broad influence reaching downward in the *crèche* to the care of the young, influencing the home through the mothers' classes and getting at the older children through the playgrounds. Miss Blow spoke strongly in favor of the great work being done by the mission kindergartens and said she hoped societies of this kind would long continue.

Mrs. Mary Boomer Page of the Gertrude House, Chicago, plans to take a party abroad this summer. The itinerary includes London, Stratford-on-Avon, and some other English towns, Paris, the Rhine, Froebel's country, and the principal cities of Italy and Greece. The tour is in alliance with the Bureau of University Travel, and thus has advantages of lectures by specialists in art, music, history, etc., as called for by the character of the places visited. This ought to be an especially attractive tour for kindergartners, and who would be a more agreeable companion and efficient leader than Mrs. Page?

The Annual Conference of the National Congress of Mothers will be held this year in Chicago, from May 11 to 14. The day meetings will be held in the rooms of the Chicago Woman's Club, the evening meetings at Fullerton Hall. An interesting program will be given by specialists who have given years of thought and study to their special work. *The National Boy Problem, Moral Education, Uniform Marriage and Divorce Laws, Education for the Art of Life, Industrial Education a Factor in Civic Betterment, Child Labor Conditions, The Probation Method, The Dependent and Delinquent Children, Literature for Mothers and Children, Mothers' Mistakes, and Domestic Science* are subjects that will be included in the program. The officers are: President, Mrs. Frederic Schoff, Philadelphia; treasurer, Mrs. Fred T. Dubois, Washington, D. C.; corresponding secretary, Mrs. E. C. Grice, Riverton, N. J.

A kirmis for the benefit of the free kindergartens of Peoria, Ill., was given at the Coliseum, January 29 and 30.

At a meeting of the Sandy Hill Mothers' Club, held in the kindergarten February 5, it was voted to have Mrs.

Nettie L. Beal of Syracuse give a talk on *Art as a Means of Development for Children*, March 5. The kindergarten club will assist the mothers financially, thus having a joint meeting of the two clubs. Mrs. Tefft, president of the club, presented the matter of inviting the New York State Assembly of Mothers to meet in Sandy Hill in October. The matter was discussed, and the club voted unanimously to invite the assembly. Dr. George Brown of Glens Falls gave an excellent talk on *The Care of Children's Teeth*, the omitting of technical terms making the talk most interesting and helpful. The meeting then adjourned for the social half hour. The cake sale was well patronized.

The first of the series of lectures in the kindergarten course at Pittsfield, Mass., was given in the high school auditorium, January 28. The speaker was Dr. F. A. C. Perrine of the Stanley Electric Company, whose subject was *Electricity from the Waterfall*. The lecture was illustrated with a large number of stereopticon views.

The Washington (D. C.) Kindergarten Club, of which Miss Susan Pollock is president, held a temperance reunion, celebrating the twentieth anniversary of the free kindergarten of Baltimore, Md., taught from its beginning in 1883 to 1895, twelve years, by Mrs. Sarah L. Welsh. There were about fifty guests present, and letters from several states were received and read. Mrs. Welsh was pleasantly surprised by the presentation of a purse of \$10 from her friends. A short address was given by Mrs. Clinton Smith, president of the Washington W. C. T. U.

A kindergarten and private school was opened in February at 7 Greene street, Livermore Falls, Me., by Mrs. G. S. Lee.

A lecture recital by Edward Baxter Perry was given at Macon, Ga., February 1, for the benefit of free kindergartens.

At the annual meeting of the Winnipeg (Man.) Free Kindergarten Association the reports were full of expressions of gratitude for the new building which has been erected the past year and is fully paid for. The kindergarten, in charge of Miss Copus, has sixty-two children, with many waiting until the severe weather is over.

At a recent meeting of the Mothers' Club of the Lincoln kindergarten at

Dubuque, Ia., City Superintendent F. T. Oldt addressed the parents of the children, speaking in the cause of education. This club is one of the most enthusiastic and growing of any in the city, and the work accomplished by it has been and is of great benefit to both parents and teachers. Miss Elsie Ibach is director of the kindergarten and is assisted by Miss Winifred Oldt. The officers of the club are: President, Mrs. Langworthy; vice-president, Mrs. M. Ulber; treasurer, Mrs. Kintzinger; secretary, Mrs. Ilowie.

A kindergarten is to be established in the Aiken Street Home, Moline, Ill. Of the thirty-eight children in the home only twelve are old enough to attend public school.

Thirty-four children were present at the opening of the Royce kindergarten, Ashland, Wis., February 1. The new kindergarten is located in one of the rooms in the new addition to the school. The classes are in charge of Misses Sheehan, Smith, and Lemmerhart.

Mrs. F. R. Keyser, who has a kindergarten at Tallahassee, Fla., is assisted in her work by Miss Weltus of Key West and Miss Williams of Eustis.

At the meeting of the kindergarten section of the Michigan State Teachers' Association, the secretary, Miss McCrickett of Bay City, presided. The first paper was read by Miss Stoddard of Detroit, on *The Educational Value of Music*. The other speakers on the program being absent, the proceedings were somewhat informal and perhaps the more enjoyable. At the request of the chairman, Dr. Hoyt gave an account of his visit to the "Froebel land," describing the old home, scenes of work, and the grave of the founder of the kindergarten. Miss Knapp of Detroit followed, supplementing Miss Stoddard's paper with some brief and practical suggestions on the use of music with very little children. Miss Goodman of Saginaw gave a few words on sense-training, urging more simplicity in the kindergarten. Miss Wise of Ypsilanti spoke a word of greeting, and, by request, Mrs. Treat told an "after Christmas" story. Then followed the election of officers, resulting as follows: Chairman, Dr. C. O. Hoyt, Michigan State Normal College; secretary, Miss S. B. Goodman, Saginaw.

Worcester kindergartners have shown themselves very friendly to the editors

of KINDERGARTEN REVIEW, who, as residents of Leicester, Mass., have now the pleasure of being their near neighbors. Early in the year the kindergartners were invited to hold one of their fortnightly meetings at the home of the Misses Poulsson, the meeting proper to be followed by an hour of sociability. The invitation was accepted, and the hostesses, receiving much pleasure themselves, enjoyed that which their guests expressed. Just before the departure of Mrs. Mary H. Barker, supervisor of Worcester kindergartners, for Washington, D. C. (where she is to study in Miss Blow's spring class for supervisors and training teachers), the kindergartners gave a delightful party in the Gates Lane schoolhouse, the Misses Poulsson being among the honored guests. The occasion was heartily enjoyed by all.

The kindergartners of the Kansas City (Mo.) public schools have taken up the study of *Myths* for this year. At the January meeting twenty-six teachers were present, with Miss English, superintendent of kindergarten work, presiding. Four papers, treating of different phases of mythology, were read and discussed.

Miss Sarah Judson of the Hill school kindergarten, Bristol, Ct., has accepted an appointment as a missionary in India and will soon leave for that country.

The annual meeting of the Occidental Kindergarten Association, San Francisco, Cal., was held January 11 in the rooms of the Young Women's Christian Association. The reports of the year's work showed the continued growth and progress of the kindergartens. The following officers were elected for the year: President, Miss M. Hollut; vice-presidents, Mrs. A. L. Armer and Miss Rose Steinhart; corresponding secretary, Miss Florence A. Musto; recording secretary, Miss L. Lavenson; treasurer, Miss Jeanette Newman.

At the January meeting of the Winona (Minn.) Kindergarten Union, Dr. Irwin Shepard, secretary of the N. E. A., gave an interesting talk on *The New Opportunities for Kindergarten Work*. Dr. Shepard treated at length of the importance of kindergartners finding out and correcting, with the aid of physicians, the abnormalities and defects of children, which at that early age by proper treatment could often be overcome altogether.

A free kindergarten was opened at West Bay City, Mich., in January, with twenty-four children in charge of Miss Genevieve McDonald.

Miss Edna L. Brown has resigned as teacher in the kindergarten department of the Central district schools, Wallingford, Ct., to accept a position as kindergartner in the Flushing (L. I.) schools.

A government kindergarten has been established at Paseo Nuevo 24, Mexico city, Mex., in charge of Miss Castaneda.

An entertainment of historic interest and purport took place in January at Danvers, in aid of the Women's Association's Free Kindergarten in that town. The young people of the First Church presented a dramatization of Lucy Larcom's poem, *A Gambrel Roof*, the verses of which were read by Miss Hattie Bates, a descendant of Lieutenant Colonel Page of Revolutionary days. The roof, which was the subject of the story, is that of the old-time Page mansion, a fine example of the architecture of early times. Miss Anne L. Page, who lives in this old Page homestead, now one of the landmarks of Danvers, prepared a delightful little story regarding the place and an incident of pre-Revolutionary days, which is the *True Story of the Tea-Drinking on the Gambrel Roof*. This account was read by Miss Sarah E. Hunt of Salem, former state regent of the Massachusetts Society, Daughters of the Revolution, and an officer in the General Society, D. A. R.

Miss Annie J. Eaton is in charge of the kindergarten department of the new Farragut Primary School, recently opened at the corner of Huntington avenue and Kenwood road, Boston.

The annual election of officers of the Dallas (Tex.) Free Kindergarten and Industrial Association was held at the Neighborhood House, January 11, and resulted as follows: President, Mrs. W. B. Sharp; vice-presidents, Mrs. J. C. Weaver, Mrs. Jonathan Chase, Mrs. H. W. Fairbanks, and Mrs. M. Liebman; secretary, Mrs. M. T. Lively; corresponding secretary, Mrs. J. S. Witwer; treasurer, Mrs. Blanche Babcock. The retiring president, Mrs. J. S. Witwer, in a brief *résumé* of the year's work, stated that the association was entirely out of debt and the Neighborhood House deed now in their possession. The kindergarten dining hall having proven so successful, it was decided to continue it.

At the January meeting of the Albany (N. Y.) Kindergarten Association, Professor Onderdonk gave a lecture on *Protective Mimicry*.

Superintendent Stuart of New Britain, Ct., who is chairman of the committee to report on kindergartens before the New England School Superintendents' Association, is sending to the other members of the committee an analysis from which the subject will be treated. The principal divisions are, first, *The Value of the Kindergarten as a Preparation for the Grades*; second, *The Value of the Kindergarten as a Social Force*. Mr. Stuart believes that the kindergarten has a social influence upon a community. This arises from the effect of kindergarten training upon the parents, for children of that age bring home everything to their parents, and from the lasting effect upon the children themselves. It introduces them into a social atmosphere which is often at variance with that of the homes from which they come. They unconsciously gain a new and high idea of social relationships. He said that if the kindergartens were not a social force in the community they were costing more than they were worth.

Announcement is made by the mothers' department of the Kindergarten College, Pittsburgh, Pa., of a series of lectures to be given during the remainder of the term. Miss Susan E. Blow delivered five lectures during the autumn term, and the winter course is inaugurated by Miss Blanche H. Boardman, principal of the Chatham school. She will give ten lessons with the *Mother Play Book*. On Wednesday afternoon, March 2, Miss Marie Shedlock will give a special lecture on fairy stories.

At a recent meeting of the King's Daughters of Wheeling, W. Va., a board of managers for the kindergarten, over which they have charge, was elected as follows: President, Mrs. L. MacKenzie; vice-presidents, Mrs. T. C. Burke and Mrs. Jacob Brittingham; secretary, Miss Carrie Copp; treasurer, Mrs. William Higgins. Work on the new building for the kindergarten that is being erected near the Eighteenth street mission is progressing rapidly, and it is expected that the building will be ready for occupation by March 15.

Mrs. Esther H. McCandless has been appointed kindergartner at Cedar Rapids, Ia.

Among the appointments to the faculty of the New York University Summer School is that of Mrs. Maria Kraus-Boelte as a teacher of kindergarten methods.

The Chestnut Street Alumnae Association of Boston includes the graduates from the kindergarten normal class carried on for many years by Miss Garland and Miss Weston and now continued by Mrs. Stannard. The association will hold its annual reunion on March 18, 1904, from 4 to 9 o'clock P. M., at 19 Chestnut street, Boston, the home of the Garland Training School, by the invitation of Mrs. Stannard.

Ten young women graduated from the Scranton (Pa.) Training School for Kindergartners at public school No. 16, West Scranton, February 2. This is the first class to finish the kindergarten training course after preparation entirely under the instruction as provided for by the Scranton board of control system. Other classes have been graduated but in each instance have been prepared in private. The ten young women graduating placed themselves under the care of Miss Underwood, general supervisor of kindergarten work in the city. The plan of study differed from that generally pursued. It was in great part an individual effort. The outline was made by the teacher, Miss Underwood, and then followed by the pupil.

Some years ago educators began to call the attention of the public to certain deficiencies in our public school system. They demonstrated the need of the kindergarten, especially in communities where the home life might fail in a degree to develop the faculties of the child; and the further need of some training for the older child in the manual arts, and some instruction in the daily conduct of a home. To a community already overburdened economically, these reasonable demands seemed to be merely "fads" that could easily be done without. Here the women's clubs saw their opportunity, and throughout New England began to try to educate public opinion to demand the free kindergarten, manual training and domestic science as a part of the public school curriculum. In Connecticut, Massachusetts and Maine, clubs have established and supported these institutions until, in many cases, the public has been induced to accept the wis-

dom of the movement and to make their support a public charge. A club in Danvers, Mass., has supported a free kindergarten for six years. Cantabrigia, a large department club in Cambridge, established a school of domestic science and conducted it so successfully that it has been incorporated in the high school of that city, the club giving to the city the plant they had created. Cantabrigia also carries on a free kindergarten during six weeks of each summer. Three clubs in Connecticut support free kindergartens.—*The Federation Bulletin*.

Miss Shedlock's Matinee for Children took the place of the regular meeting of the Chicago Kindergarten Club on Saturday, February 13. Miss Shedlock was dressed as a fairy godmother and carried in her hand her stories in a heart-shaped scroll in compliment to St. Valentine's day. It was a large and appreciative audience that listened to this fairy godmother, and both children and adults were transported into the fascinating realm of kings and queens and sprites and elves during the entire program.

Kindergarten examinations for the Chicago city schools are to be held at Easter this year, as there is a demand for teachers just now. Also it is proposed to open ten new kindergartens in September, and it is desired to have teachers ready for them. The opportunity is a very good one for those wishing to teach in Chicago, for the kindergartens are becoming stable and thoroughly organized, and in a year or two the opportunities to gain positions will not be as good as they are now, as the city training school will be graduating its own students for the work. Any kindergarten teacher of reasonable attainments in education and with graduation from a training school of good standing should not find it difficult to pass the examination, and every possible credit is allowed that can with justice be given to a candidate. The maximum salary is \$1,000 per annum, and the opportunities for gaining in breadth of work are numerous. Anyone wishing to take these examinations may obtain, by writing to the Board of Education, Tribune Building, Chicago, a copy of the regulations governing the admission of candidates, and as a guide to her knowledge of the requirements, a set of papers used in past examinations.

THE PROBLEM OF THE ATYPICAL CHILD.

A paper on this subject was recently read by Dr. Maximilian P. E. Groszmann before the *Gesellig-wissenschaftlichen Verein* of New York city, the reading of the paper being followed by an interesting discussion. Dr. Groszmann said that he had suggested the use of the term "atypical" for a certain class of children so as to distinguish them from the defectives, such as idiots, feeble-minded, blind, deaf and dumb, etc. While some provisions exist for the handling of the defective classes, little or nothing has been done for the atypical children. There may be distinguished three groups of these. The first group is formed by what may be styled the "submerged classes," those who have for centuries been lagging behind the advance of civilization, and are really outside of it. They represent a primitive type of development. Their number is augmented by those children of originally normal conditions who, on account of some pathological or other reason, have come to a stop in their natural progress. Especially the period of pubescence and adolescence is fraught with dangers; if children of this age are not properly handled they may lose their bearings, and their rational development may be checked in the bud. While this first group is composed of children whose development may be said to be arrested, the other two groups which the lecturer mentioned represents merely a retarded or interrupted development. The second group consists of those where bodily causes, derangements of the digestive apparatus, difficulties of sense perception, etc., have thrown the child out of gear. Dr. Groszmann laid much stress upon the evil effects of adenoid vegetations. He said that the observable mental and moral difficulties can largely be cured by proper medical treatment, in addition to educational measures. There are also many children whose rate of mental growth is merely slow, but who really possess much power.

There is a third class, namely, that of children who are afflicted with disorders of the nervous system. Neurotic and neurasthenic conditions are very characteristic of modern life with its rush, excitement and restlessness. The doctor spoke of the over-stimulation in school and home, under which so many children

suffer; of the troubles of the adolescent girl whose nerves become shattered by overstrain in study at this critical period; of youthful hysteria; perverse tendencies; morbid conditions of fear; disturbances of sleep, appetite and concentration; contrary activities, disturbances in the motor sphere, such as twitchings, jerkings, etc.,

Most of these children must be taken out of the ordinary school. For some it will suffice to establish special classes, such as are being instituted at present in some of our public schools. Others need an entire change of environment, proper hygienic conditions and exercise, a general tonic regimen, physical and mental, and a very rational method of instruction, including manual and physical training, and very much individualizing. Special schools will have to be established for their benefit, and a constant coöperation of physician and educator is necessary.

Dr. Groszmann in closing called attention to the enormous social importance of the problem he broached. He asked: "What is the world suffering from? Why is there so much trouble? There are stupidity and ignorance in our way, to be sure; but these can be overcome by wisdom and discretion. The mere herd can be led—but by whom is it to be led? That is the question. The ordinary, typical people keep the world in equilibrium; they are the steady, conservative element. But these who are just below the line—not stupid, but not quite rational—are the real 'dead weight,' just because they can manage affairs, in a measure, but cannot themselves be managed by reason. And those who are bright and talented, but unbalanced, out of gear, unsteady, one-sidedly energetic, erratic, neuropathic, etc., they make the world go; they are often the self-elected leaders of the unthinking masses, but frequently enough they lead to destruction. They disturb the equilibrium, they produce morbid unrest and unhappiness. Sometimes they stir up forces that work for good, but equally often they do incalculable mischief. Our social, political, religious, and ethical life is constantly affected by them and in danger from them."

"Here is a message of warning," said the doctor. "This is the reason why the problem of the atypical child that is allowed to grow up into an atypical, un-

derdeveloped or neuropathic man or woman is such a serious problem."

THE KINDERGARTEN STUDENT IN SOCIAL WORK.

The Milwaukee (Wis.) Normal School and its kindergarten department are unique among the schools of the United States in many particulars. It is unique in the high grade of scholarship demanded of the students in the kindergarten course. It is the only normal school in the state which has a kindergarten training school connected with it, and it is the only state institution in the country which affords the students in the kindergarten course the broad experience of practice work, both under the ideal conditions which prevail in the normal model kindergarten and under the widely different conditions which are characteristic of settlement work.

Few people realize what valuable work is being done by the students and how closely the normal school is identified with the educational and progressive interests of the city. Members of the senior class give their services to the mission kindergartens for ten weeks, a large part of the junior year being devoted to practical preparation for the work. They have been sent out to attend and assist with the clubs, the mothers' meetings, and the industrial classes at the kindergartens, and have thus become acquainted with various phases of social settlement work.

Through the interest taken by these student teachers in their work, other students at the normal have also become interested. For the last two years the kindergarten department of the normal school has given a series of entertainments during the year, and the money is raised to give the children of all the mission kindergartens excursions into the country, and to pay the camping expenses of the older children of the clubs and classes of the Fourth street kindergarten, who are sent for an outing of two weeks to a camp near Lake Beulah in charge of Miss Clara Schaefer.

On Thanksgiving day the children of the normal school furnished a lunch for all the mission kindergarten children, and on last May day the children of two kindergartens were invited to attend the Maypole exercises at the normal school, and given May baskets. At Christmas

time the juniors dressed sixty dolls for one kindergarten, the children of the primary department furnished candy and toys for another, picture books were made for the Children's Free Hospital, and the normal school kindergarten mounted Madonna pictures for the women at the Old Folks' Home, conducted by the Little Sisters of the Poor, thirty children making the distribution and singing Christmas songs for the old people.

The training, which is under Miss Vandewalker's personal supervision, is of the broadest possible kind, including practice work in the normal kindergarten, where conditions are almost ideal; in the public schools, where the problem is a little more complex, and in the settlement work, which presents the greatest variety of practical conditions, and acquaints the student with social settlement work and the sociological questions of the day. It brings the young woman of certain social standing into touch with the working masses in their everyday life, and makes her familiar with conditions in the homes of the foreign born population. This training is of special value, because the highest form of kindergarten work is that which does not confine itself to the schoolroom, but reaches out to influence the homes from which the children come.

The Milwaukee Normal School is one of the few schools in which the kindergarten course is equal to the other courses, and which insists on as much academic training and scholarship for its kindergarten graduates as for those who are to become grade teachers. No student is admitted to the training school who has not had the equivalent of four years in a high school. At the time the training school was established in the normal school, L. D. Harvey was president, and he insisted that a state diploma for kindergartners must represent as high a degree of scholarship and culture as the state diploma for grade teachers. This policy has been continued, and the result has been that this is one of the best kindergarten training schools in the country. Wisconsin is one of the relatively few states which educates its kindergartners at state expense. The majority of the training schools are private ones, and it is impossible for them to afford their students the wide opportunities which are taken advantage of by the state school.

SALARIES OF TEACHERS.

Work Planned by a Committee of the National Educational Association.

At the July meeting of the National Educational Association in Boston the teachers of New York city petitioned the executive council to investigate and report upon the salary, tenure and pension systems of teachers. The council appointed a committee for this purpose, consisting of Carroll D. Wright, United States Commissioner of Labor; Prof. Joshua R. Giddings, economist, Columbia University, New York city; Miss Anna Tolman Smith, compiler and specialist on European school systems, United States Bureau of Education, Washington; Miss Catharine Goggin, financial secretary of the Teachers' Federation, Chicago; Edwin G. Cooley, superintendent of schools, Chicago; R. H. Halsey, president of the Wisconsin State Normal School, Oshkosh, and William McAndrew, principal Girls' Technical High School, New York.

This committee is making tables of all the salaries paid to men and women in every grade from kindergarten to superintendency in all American cities of 8,000 inhabitants and upward; in typical communities of less than 8,000 in every state, and a similar statement for twenty-five rural schools in every state.

To accompany these tables the committee desires to furnish schedules of the purchasing power of money in typical localities, so that the taxpayers, for instance, in Great Falls, Montana, where living is high, may make an intelligent comparison of their teachers' wages with those of Ypsilanti, Mich., where food, clothing, and rents are cheaper.

A second investigation of the committee has to do with the steadiness of the teachers' salary funds. In most localities it is not distinct from the general educational expenses—buildings, sites, coal, apparatus, and books. Ambitious schemes to erect fine buildings result in poorer education, because there is not enough money left to employ good teachers, or to enable good teachers to do proper work. Some localities have guarded against this defect by fixing minimum salaries by statute.

The committee will urge that if we are to have schools worthy of us we must have teaching so attractive that men will prepare for it seriously and earnestly as

for a life work. This attractiveness of teaching is to be secured by adequate pay or by assured tenure during good behavior, or by insurance against indigence in old age. All of these considerations and others which affect the excellence of public education as concerned with the teachers' contentment, it is this committee's province to investigate. A general invitation to school people and to public spirited citizens that they send the committee facts and suggestions has been extended.—*Brooklyn Daily Eagle*.

DEPARTMENT OF EDUCATION

The City of New York. Examination for Kindergarten License.

OFFICE OF THE BOARD OF EXAMINERS,
Park Avenue and 59th Street,
New York, January 25, 1904.

A written examination of applicants for license as kindergarten teachers in the city of New York will be held by the Board of Examiners on Monday, April 18, and Tuesday, April 19, 1904, beginning at 9 A. M., at Room 422, in the hall of the Board of Education, Park Avenue and 59th Street, borough of Manhattan; and an oral examination for such license will be held at the call of the Board of Examiners.

Persons at least eighteen years of age and less than thirty-five years, who are eligible in accordance with the following requirements, will be admitted to the examination.

To be eligible for license as kindergarten teacher, the applicant must have the qualifications indicated under (a) or (b) following:—

(a) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training; or the passing of an academic examination; and the completion of a satisfactory course of professional training of at least two years, one of which has been devoted to the principles and practice of the kindergarten.

(b) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination; and the completion of a satisfactory course of professional training of at least one year in the principles and practice of the kindergarten, followed by two years' successful experience in kindergarten teaching.

NOTE.—Applicants about to complete courses of professional training, as required in sections (a) and (b) above, will be admitted to this examination.

All applicants must pass written and oral examinations embracing the following subjects: Theory and practice of kindergarten teaching; free-hand drawing; singing and piano playing; physical exercises appropriate for the kindergarten.

NOTE.—An academic examination will be given to candidates requiring it as indicated in sections (a) and (b) of the qualifications for eligibility above stated.

A certificate of physical fitness made after examination by one of the physicians of the Board of Education will be required in the case of each applicant.

The licenses issued under these regulations hold for the period of one year, and may be renewed for two successive years in case the work of the holder is satisfactory. At the close of the third year of continuous successful service, the City Superintendent may make the license permanent.

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At a recent meeting of the York (Pa.) Kindergarten Association a favorable report was made of the work that the organization has accomplished during the first half term of its existence. This organization opened a kindergarten in the high school building the latter part of September. There are now forty children enrolled. The expenses of this first venture have been met, and the association finds itself in a position to solicit funds for the opening of another kindergarten. A room has been offered rent free on North Duke street, and many persons of influence are interested in establishing the second kindergarten. The one in the high school supports twenty-eight free scholarships, and the finance committee reports a general interest among the people, looking to the establishing of kindergartens throughout the city. The officers and board of managers of the association are: President, Mrs. H. C. Niles; first vice-president, Mrs. A. B. Farquhar; second vice-president, Mrs. William B. Myers; treasurer, Mrs. M. E. Eberly; secretary, Miss Sarah Myers; Mrs. Mary L. Small, Mrs. J. H. Yeagley, Mrs. E. K. McConkey, Mrs. Clarence Eisenhart, Mrs. James Webster, Mrs. L. Menges.

Miss Anna Devereaux of Lowell, Mass., spoke on *The Relation of the Kindergarten to the Grades* in the second of a course of lectures given at Waltham, Mass., under the auspices of the Education Society.

Miss Beulah B. Goodale of Franklin, N. H., has accepted a position as a kindergarten in the public schools of Concord.

The Davenport (Ia.) Kindergarten Association held its February meeting with Mrs. J. P. Crawford at her home on East Fifteenth street. There was a large attendance and much interest manifested in the work. The general topic of the session was *The Relation of the Kindergarten to Social Reform*.

As we go to press we receive the sad news of the death of Mrs. Lucretia Wil-

lard Treat of Grand Rapids, Mich. Mrs. Treat was principal of the Grand Rapids Training School for Kindergartners, and was well known as a kindergarten lecturer and organizer.

At Middletown, Ct., a petition has been presented to the Board of Education asking that a kindergarten be established.

The following resolution was submitted to the annual meeting of the Montana State Teachers' Association, and was unanimously adopted: "We recognize that it is of the highest importance that all children should receive that instruction which only the kindergarten can supply, and we urge a rapid acceptance throughout the state of that legislative act permitting school trustees to establish a kindergarten as an essential and integral part of each school system." This latter reference is to a law passed in Montana some three years ago which *permits* school trustees of local school boards to establish the kindergarten as a part of their system of public instruction.

Two benefits for the New York Kindergarten Association were given by Arnold Daly and his company in February at the Hudson theater. The plays were *Candida* and *The Man of Destiny*.

Bird-Lore, the organ of the Audubon societies, is publishing a series of colored plates of *North American Warblers*, accompanied by a surprising array of records of the dates of arrival and departure of these great bird travelers.

Miss Emilie Poulsson of Leicester, editor of the KINDERGARTEN REVIEW, gave a helpful talk to the Kindergarten Club of Springfield, Mass., in Memorial hall, January 27. Her subject was *Stories and Story-telling*. Miss Twichell and the members of the Kindergarten Training School gave a reception for Miss Poulsson after the talk. Among those present were kindergartners from Holyoke and Hartford.

MEN can be happy amidst pain, poverty, and privation of every kind, so long as they have an exalted object to live for, which rouses all their energies and draws out all their best affections. But they cannot possibly be happy amidst frivolity and ease, amidst ignoble sloth and degrading selfishness.—*Selected*.

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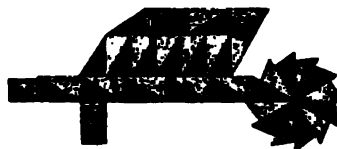
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Vol. XIV. No. 8. Price \$1.00 a year. No issues in July and August.

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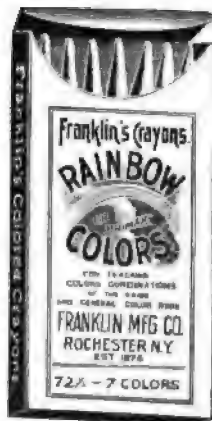
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UNIVERSITY OF ROCHESTER.

KINDERGARTEN REVIEW

VOL. XIV.

SPRINGFIELD, MASS., APRIL, 1904.

No. 8.

ROCHESTER AND THE GENESEE.

BY JEANNETTE HUNTINGTON HOOKER, ROCHESTER, N. Y.



NEW EAST SIDE HIGH SCHOOL, WHERE SOME OF THE MEETINGS ARE TO BE HELD.

THE meeting of the International Kindergarten Union in Rochester arouses an unusual interest in the city among hundreds of the enthusiastic and progressive members of this organization.

Since Rochester has no Baedeker,

we are privileged to place a few guideposts and give a little of the local atmosphere, which is so permeated with historical interest,—just enough of these to guide the footsteps of our coming visitors along its main traveled roads, up the steps of its not-

For the generous loan of plates and photographs used in this number of KINDERGARTEN REVIEW, thanks are cordially extended to the Rochester Chamber of Commerce, the Eastman Kodak Company, the Mechanics' Institute, and to Mr. Pendry. Our readers will surely enjoy the fullness with which the Rochester articles are illustrated.

able buildings, into its parks, over its many falls, and along the banks of its famous Genesee river, and just enough to persuade the hesitating mind that duty and inclination lie in the same direction. Then, too, it is stimulating to give a little of our real history when one is so often greeted by the remark, "Rochester? It was there Sam Patch made his fatal leap"; or, "Rochester? Oh, yes, the rappings."

Our authentic history—barring primeval conclusions which are being drawn from wells and other excavations—begins with the Iroquois Indians, who, with the whole country before them, chose the fertile valley of the Genesee. The Senecas, who were the wisest and strongest of the League of the Iroquois, chose the particular region of Rochester for their hunting ground. It was called the "Vale of the Senecas." The remains of the old Seneca Castle just below the lower falls lie within one of our parks, and the fields and historical museums are rich with Indian relics.

Irondequoit Bay teems with history. Besides being the first British trading post with the Indians, and the site of an old French fort, it was the vantage ground of the Jesuit missionaries during their work among the Indians. The Jesuits themselves said: "Could we but gain the mastery of the shore of Ontario on the side nearest the abodes of the Iroquois, we could ascend by the St. Lawrence without danger and fears far beyond the Niagara with a great saving of time." In 1669 La Salle, the great Jesuit explorer, came from Montreal

with his seven canoes and twenty-four men into the mouth of this bay to obtain guides to the Ohio river. This was the first of several visits. Here, too, the Iroquois held their great councils, and trails led in many directions. Most of these trails are now trolleys.

During the Revolutionary War, the British fort at Niagara was constantly drawing its supplies from the rich country of the Genesee. General Washington sent an expedition commanded by General Sullivan, at the time when the fields and trees were burdened with grain and fruit, to prevent the Indians from sending the British supplies. The bodies of soldiers who were sacrificed in that expedition have lately been taken charge of by the Daughters of the American Revolution, and honorably interred in our beautiful Mt. Hope cemetery.

Besides our indebtedness to the Indians for much of our history, appreciation at least is due to them for the land upon which our city stands, and for which, it is said, but three cents an acre was paid to them.

The character of a city is largely determined by the characteristics of its early settlers; and Rochester is particularly fortunate in combining the best elements of the South with the hardy, rugged natures developed among the rocks of New England. The settlers were men of culture and means, and with strong religious convictions, and they gave a stamp to the character of Rochester that remains to this day.

The first building in Rochester was

a grist mill built by "Indian Allen" in 1788. The fertile valley and the remarkable water facilities of the three large falls made this a great milling center for many years. Our fathers read in their geographies that Rochester was the "Flour city," but the marvelous growth of nurseries in and about Rochester has since converted the "Flour" into "Flower." The Ellwanger and Barry nurseries,

famous throughout the country, have on their grounds every known kind of shrub and tree that can be grown in this climate. These trees and shrubs, with the beautiful flowers grown by our many seedsmen, have established a high standard of natural adornment, as is seen in the beautiful lawns and attractive avenues for which Rochester is noted. What Fifth avenue is to New York,



UPPER GENESEE RIVER.



LAKE AVENUE IN WINTER.



IN GENESSEE VALLEY PARK.

East avenue is to Rochester—but how different are the two! As we look upon East avenue, instead of being impressed with architectural grandeur and massiveness, we are struck by the beauty of the great trees and broad sweep of lawns which form a beautiful setting for the fine residences, one of the features of the city. This is not true of East avenue alone, for the most modest home of the day laborer has its strip of lawn, which is often made beautiful

for civic beauty was started a few years ago, and this has resulted in transforming the public school yards into attractive grounds and covering the school buildings with vines. Colonel Moulthrop, a progressive principal of one of our public schools in a most congested district, has had his scholars plant an entire avenue of beautiful elms, the avenue beginning near the school and extending about half a mile.

But to return to our muttons. One



LOWER FALLS.

with flowers and shrubs. The city is thus a restful, quiet city of homes. There are practically no tenements, and not until lately has the pernicious flat made its appearance in our architecture. One of the unique features of Rochester is that nearly every citizen owns his home, this being facilitated by a German society which enables the working people who come to the city with a small amount of money to invest it toward a home. A public school movement

of the important events in our early history was the building of the Erie Canal, the consummation of which was marked by a visit of General Lafayette, who, with Gov. DeWitt Clinton, sailed on the *Lion of the West* to Albany.

About a year later (1826), the city became the theater of that great anti-Mason excitement over the abduction of William Morgan for revealing the Masonic secrets. He was supposed to have been drowned in the Niagara

river; and it became so necessary to find his body, in order to clarify the political atmosphere, that many bodies claimed to be his were offered, "any one of which," it was said, "was a good enough Morgan until after election."

In 1829 came that fatal leap of Sam Patch, which for some unaccountable reason has so grasped the popular mind. He had a habit of saying, "Some things can be done as well as others," and his over-confidence culminated in his fatal leap from the upper falls of the river.

During this same year occurred an event which was at the time seemingly unimportant, but which was destined to carry with it far-reaching results. Thurlow Weed, the editor of the *Rochester Telegraph*, describes a round, smooth-faced young man bringing into the office of the *Telegraph* a book which he desired to have published. He said that he had been directed by a vision to a place in the woods near Palmyra, where he had found a "Golden Bible" from which he had been directed to copy the book he wanted published. He then read a chapter from the *Book of Mormon*, but this seemed to Mr. Weed so "crazy" that he refused to publish it. This individual was Joseph Smith, the founder of the Mormon creed. The book was afterwards published in Palmyra.

In 1848 Rochester was again the center of excitement, this time over the weird, so-called "spirit rappings," heard through the medium of the Fox sisters, who afterwards became so famous. Some one said: "Salem has

its witchcraft, Mecca its Mahomet, and Rochester its rappings." It seems rather incongruous that a city of such solid and orthodox principles should begin the propagation of two such erratic doctrines as Mormonism and Spiritualism; but is it not true that the very intensity of a regularly moving force may be the cause of violent tangents?

Rochester was also one of the important strongholds of the anti-slavery movement. The striking personality of Frederick Douglass, whose home was here, may have done much toward awakening enthusiasm. Here was a terminal of that mysterious, occult institution known as the Underground Railroad, and many interesting stories are told of the numbers of slaves concealed in the homes of some of our leading citizens. Under cover of the night and in all kinds of disguises, these slaves were piloted down the banks of the river to the Landing, where they were whisked away to Canada under the British flag. During a period of many years, an average of over one hundred and fifty slaves a year were liberated through this city, only one being returned to his owner.

But all this is ancient history. The Underground Railroad is now replaced by a perfect system of trolleys that in April will conduct you perhaps first to the Genesee Valley Park, situated on the upper river and affording a truly pastoral view, with its hundreds of sheep grazing on its meadows. Nothing could be more beautiful than this park, stretching for miles along the low banks of the



UPPER FALLS OF THE GENESEE.

Genesee, with its club houses and opportunities for canoeing, far up the beautiful valley as far as Portage Falls. Here everything has been done to transform a farming country into a modern park with winding roads and rare trees, and with every facility for athletic sports and picnics. Appreciation of it is constantly demonstrated by its popularity. One of the striking characteristics of the Rochester parks, as emphasized by Mr. Olmstead of Boston, is their wonderful diversity. Midway between the Genesee Valley Park and the city is Highland Park, which includes the city reservoir with its attractive fountain. This park is situated on one of the Pinnacle Hills, lying south of the city. On the north it commands a panoramic view of the entire city with Lake Ontario beyond, and on the south a view extending for miles up the beautiful valley. It is the next hill to the one on which our picturesque and famous Mt. Hope cemetery is situated. Although the smallest of this series of parks, it contains a fine arboretum of evergreens, and from the first dawning of spring to the frosts of winter there is one brilliant succession of floral glory. That the convention meets in the time of the lilacs is a matter for congratulation, for their varieties and beauties are a triumph of horticulture.

Following the Genesee river in its windings through the city, with its many picturesque bridges and its aqueduct, we come to the first great falls, 96 feet high. Most of the water is now utilized by manufac-

tories. Near these falls is situated the great Bausch & Lomb optical works, the largest in the world. Here everything from the biggest telescope to the most minute instrument used in biological investigation, is made. It is a model establishment, and its proprietors are among our most public-spirited men. Captain Lomb started the Mechanics' Institute, and has been its constant promoter and friend. This institute adopted from the beginning many of the methods pursued in Germany, and has always had some features distinguishing it from the Pratt and Drexel Institutes of the same type. It largely covers the ground of a technical school, a trade school, and a school of fine arts. Its branch of domestic science is said to be unsurpassed in the country. Since the gift of the Eastman building it has grown rapidly. Last year its students numbered over thirty-five hundred. A special opportunity of visiting this institute will be given to



GORGE OF THE GENESSEE.



FOUR CORNERS.



SCENE ON SOUTH PARK.

the delegates, as the directors have voted a reception in their honor.

Mr. Eastman, the donor of the new building, is the head of the celebrated Eastman Kodak Company. Kodak Park is situated between the lake and the city. This is almost a colony in itself, and its motto, "You press the button, we do the rest," is "heard around the world."

As is well known, Rochester is the seat of one of the smaller universities; but, as Webster said of Dart-

mouth, "though small, there are those who love it." The college and the theological seminary have the distinction of having turned out, in proportion to their size, more strong men than any other college. Among these strong men are seven college presidents, whose lives have been shaped by the vigorous personality of Martin B. Anderson, whose famous saying was, "Bring things to pass."

Returning to the river gorge and commencing at the upper falls, with

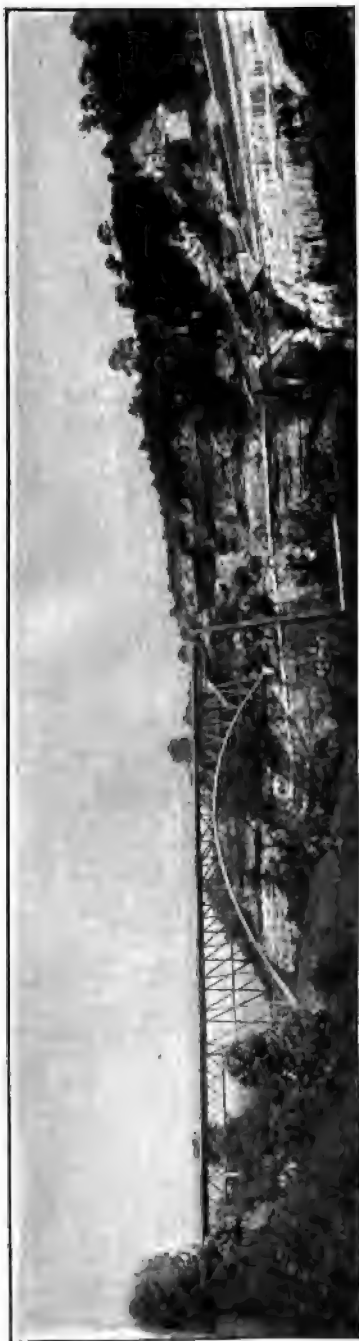


STUDENTS IN ROCHESTER ATHENÆUM AND MECHANICS' INSTITUTE.

its high banks spanned by great arched bridges, we reach first the middle, and then, a few feet below, the "Lower Falls," whose grandeur and beauty has never received its real appreciation from strangers because of its proximity to Niagara. In the gorge formed by the falls, crops out that wonderful geologic formation with its varied strata so appreciated by scientists. The fossiliferous sandstone found here is a treasure-trove to the schoolboy as well as the geologist.

Just below the falls is the Driving Park Avenue bridge, the third which has been erected on this spot. The first was constructed in 1819, and consisted of a single arch thrown across the river. It was called by some of the papers at the time the

"Eighth Wonder of the World." The famous bridge at Schaffhausen, Switzerland, the pride of Europe for fifty years, was only a few feet longer and not nearly so high. The second, a suspension bridge, fell on account of defective castings. It has since been called the "bridge of sighs." The present bridge, said to be the third highest in the world, commands a magnificent view of the falls above and of the gorge below. The beauty of the view varies with the seasons. First comes the delicate verdure on the rocks in the spring, then the rich leafage of summer, and the glorious color of the autumn, and then, in winter the grander views with the stalactites and stalagmites of ice formed by the spray of the falls. This picturesque and beautiful scenery extends



DRIVING PARK AVENUE BRIDGE, GORGE OF THE GENESSEE.



RESERVOIR, HIGHLAND PARK.



STUDENT AT WORK.

along the winding river to Lake Ontario, a distance of five miles.

Seneca Park, commencing at the falls, follows the river on both sides for many miles. Containing as it does the grand scenery of the river, the architects of the park have wisely left the rugged features and the natural beauties of the groves and woods untrammelled. In the midst of the

trees is "Trout Lake," whose sources are the natural springs beneath it.

We must leave undescribed the many excursions we expect to enjoy with you when you come,—to Charlotte, at the mouth of the river, the Coney Island of Rochester; to Manitou Beach, reached by an electric line along the lake shore; to Irondequoit Bay, and to Niagara Falls.



INDUSTRIAL PLANT

THE FLOWERS' EASTER MESSAGE.

FRESH hope and cheer
By symbol clear
The flowers bring us, year by year.

They bloom, they fall,
They slumber all;
The brown earth is their funeral pall;

But lo! some day
Along our way,
They live again, as sweet and gay;

For earth's dark tomb
But hid in gloom
The life that now doth newly bloom.

Oh! then repeat
Your message sweet,
Dear flowers, blooming at our feet;

And this new spring
Help us to fling
Aside our doubt and wondering;

To hope and trust
That all life must,
Like yours, be rescued from the dust.

—*Emilie Poulsson, in Wide Awake.*

THE GROWTH OF THE KINDERGARTEN MOVEMENT IN ROCHESTER.

BY EMMA CASE, ROCHESTER, N. Y.

THE history of the kindergarten movement in Rochester presents no extraordinary influence, as of one great genius, nor any period of rapid or forced development such as we find in large cities; but rather the work has been characterized by a steady growth to which many minds

of many sorts have contributed, not a few of them having filled the special need of the hour or solved some problem peculiar to the kindergarten. No retrograde movement has marred our history. While we make mention briefly of the leaders in this honorable procession, we are aware that some of the deserving ones may be overlooked, and also that the best forces are often unconscious and unknown.

Most fortunately for the true understanding and worthy inception of this new system in our city, the Froebelian idea found an early representative of the great-hearted German in a soul capable of grasping and imparting the spirit of his teaching as well as the theory and methods of its application. In 1889, Miss Mary E. Tooke, an enthusiastic teacher in a private kindergarten, was moved by philanthropy to open a free kindergarten. Many know what this step must have cost her and what patient faith pioneer work requires. Her labors and sacrifice can never be forgotten, for they live in the students whom she prepared for teaching in our schools. Rooms were opened for this free kindergarten by the Board of Education in one of the public school buildings; but the entire expense of furniture, material, and salaries of the teachers was borne by the Mechanics' Institute. As a result of this work, six kindergartens were opened the following year by the Board of Education.

Previous to the work in the public school a kindergarten circle was formed by Miss Margaret Otten on

Lake avenue. Miss Otten was of German birth and education. When a young woman she came to America, and later entered the kindergarten training class of Mme. Kraus-Boelte in New York. Her thoroughness and the truthfulness of her principles have had a marked and lasting influence upon the kindergarten ideals of our city. A training class was formed, and some of the most efficient and valuable kindergartners in the public work received their first years of training here.

The kindergarten movement was, however, practically at a standstill until Dr. Crapsey and the parish of St. Andrew's, alive to the needs of their community, opened a kindergarten, in 1891, under the direction of Mrs. Whitehead. Mrs. Whitehead's work continued at St. Andrew's until 1898, and many of her graduates were called to positions in the public school. Many of those receiving here an incentive to continued study, have sought opportunities in broader fields.

Miss Helen Orcutt, a graduate of Miss Wheelock's training school in Boston, was called to continue the work at St. Andrew's in 1898. Three years later, Dr. Crapsey and the parish, feeling that the purpose of their kindergarten had been accomplished,—since the public schools were meeting the needs of the neighborhood, and the state training school had established a kindergarten department,—publicly withdrew their kindergarten and training school. The following autumn Miss Orcutt became the teacher of kindergarten theory in the



KINDERGARTEN, FRANCIS PARKER SCHOOL.

Rochester Normal and Training School.

From 1891 to 1893, three new public kindergartens were opened, making the whole number nine. Through this period the work was under the supervision of Miss Madden. During the next eight years the number of kindergartens increased to twenty-seven. Mrs. Adele E. Brooks was supervisor at that time. As a means of establishing intelligent interest between the home and the school, Mrs. Brooks proposed and carried out successfully, with the help of the kindergartners, the organization of a mothers' meeting in each kindergarten. These clubs have since become Parents' and Teachers' Associations, each representing an entire school, and

have become united in holding annual meetings.

Parallel with the growth of the public school kindergartens run the work and influence of the Kindergarten Association, which was organized in the winter of 1903 under an impulse received from Mrs. Whitehead's report of the Chicago Association. Since that time the association has stood for progress in many ways. Through their efforts many well-known kindergartners and educators of the country—Miss Susan E. Blow, Miss Lucy Wheelock, Mrs. Alice H. Putnam, Mrs. Lucretia W. Treat, Dr. G. Stanley Hall, Mr. James L. Hughes, Mrs. Elizabeth Rutan, Miss Mari Ruef Hofer, and others—were brought to lecture in Rochester. This



GROUP WORK IN THE FIRST GRADE.

work was taken up later by other educational organizations of the city,—the Woman's Educational Union, teachers' associations and the training school. The Kindergarten Association then turned its energies to making the kindergarten rooms more attractive. This work started in the loaning of pictures, but ended in completely decorating several kindergartens, and in placing from two to four pictures permanently in each school. This effort of the Kindergarten Association was the inspiration which led to the present movement for the decorating of school buildings under the Woman's Educational Union.

While Miss Mari R. Hofer was supervisor of music in the Rochester

schools, the association spent a rare season in the study of games under her inspiring leadership. A study class has been a feature of each year's work. Last year this study was officially organized under the direction of the present supervisor, Miss Ada Van Stone Harris, and study groups were formed with the following subjects for discussion: Section I. *Free Play—What it Means*. Section II. *Stories*. Section III. *Nature Study*. Section IV. *Program*. Reports from the individual groups are presented to all kindergartners at Round Table conferences held at the regular institute, which is now a feature of our school system.

In 1899 the laws governing the

school system of Rochester were changed, so that the Board of Education is now composed of five commissioners. One of the present board is Mrs. William A. Montgomery, a graduate of Wellesley, and the others are representative citizens. The commissioners are chosen by the city electors at large. This change marks an epoch in the history of our school system; to it we can attribute the present degree of prosperity. Not the least result of this change was the general interest aroused among thinking people of the city in educational affairs.

This board very wisely called Mr. Charles B. Gilbert as superintendent of public instruction in February,

1901. His genial spirit and sympathy with the child, as well as his thorough knowledge of educational principles, helped to inspire an interest in the individual and created a community spirit throughout all the public schools. The result of Mr. Gilbert's administration will be long felt as an uplifting influence upon the community. Although the kindergarten had been connected with the public schools since 1887, it had not yet become a complete and active part of every school. Under Superintendent Gilbert this was effected, and the kindergarten is now a recognized part of our school system. Mr. Gilbert's purpose was that the Froebelian motto, "All is unity," should



KINDERGARTEN TRAINING CLASS, NORMAL TRAINING SCHOOL.

permeate the educational work of our city.

In September, 1901, the kindergarten and primary departments were united under the supervision of Miss Ada Van Stone Harris. Her clear and sympathetic appreciation of the possibilities involved in a unified system have practically accomplished this result, not without untiring efforts on her part and grateful response from the teachers.

The course of study in the Rochester schools is based on kindergarten principles, and the kindergarten and primary teachers are aiming so to unify their work that there will be no break for the child between kindergarten and school, but opportunity

for continuous growth from beginning to end.

One important characteristic of the educational work in our city is given in the normal training school—all students are required to pursue the same course of study during the first semester. In this period a general survey is taken of all Gifts, Occupations, games and songs of the kindergarten, with some special idea of adaptation to work in the primary grades. This is an advantage, as it gives a broader and more intelligent idea of the relative importance of each grade of work.

When the present school board came into office, the unsanitary condition of many of our school build-



ASSEMBLY ROOM, NEW EAST HIGH SCHOOL.



DOMESTIC SCIENCE CLASS, ATHENÆUM AND MECHANICS' INSTITUTE.

ings was soon brought to their notice. Since 1900 five new grammar schools and an East High School have been built, and a West High School is in process of construction—all under the close supervision of the school board. The heating and ventilating systems are of the best. There is plenty of light and a perfect equipment for work in each department. The assembly room is a special feature of these buildings, and is placed in the center of the building. Here the pupils of the grammar department gather for talks on current topics and for music, while all grades have access to the room for games and rhythmic work. The room planned for the kindergarten is admirably adapted to its use.

At present we have 32 kindergartens, 75 teachers, and 1,971 children in our public school kindergartens. The children are admitted at four years of age, and are required to spend at least a year and a half in the kindergarten before they are promoted to the first grade.

When Mr. Gilbert resigned to take up literary work, Mr. Clarence F. Carroll of Worcester, Mass., was called to fill the office of superintendent of our schools. Mr. Carroll has already proved his special fitness to cope with the present needs of the work and to insure its progress.

It has been our aim in this brief article to present the various agencies making for progress in our schools by furnishing means and appliances, as

well as opportunities, for realizing high ideals in future teaching. We are struggling toward this realization, keeping mind and heart open to the truth. Our public school system is fashioned in accordance with a knowledge of child-nature and based upon a knowledge of broad educational principles. Our standard is expressed in Colonel Parker's creed:

"In the kindergarten is the seed-corn and germination of the new edu-

cation and the new life. The seed has been planted, the buds and flowers are turned toward the sun; let not the chilling frost of traditional teaching blight and wither them. One and all of the true principles of education are applied in the kindergarten; these principles should be applied (simply changing the application to adapt it to different stages of growth) through all education, up to the gates of Heaven."

FRIEDRICH FROEBEL.

BY AGNES M. FOX, PHILADELPHIA, PA.

He trod a narrow path,
An almost solitary way,
With few to ask him whither bound,
Or bid him stay.

To-day more wide that path;
For many walk with souls intent,
And eagerly the footmarks scan
To know their bent.

The vista of the years
Shows to the seer a widening trend,
With hosts that follow this great sage,
The children's friend.

HOME INDUSTRIES IN THE KINDERGARTEN.

BY ALICE H. PUTNAM, CHICAGO, ILL.

A LITTLE child begins his conscious career with the feeling that he himself is the center of all that is. Every object, every person, exists for him. From the least thing to the greatest, he is "It"; or, as the boys say, "He thinks he is the whole thing." Little by little he learns that "There are others!" From the nursery he goes to a larger place in the conscious life of the family; thence to the kindergarten, where the "others," so like himself, are gathered together, and the situation becomes more interesting and yet brings more problems to be worked out in larger experiences.

If the student of this little changing self reads her psychology and pedagogy rightly, she finds there that her function in relation to this child is a very definite one, "consisting," as Froebel long ago said, "above all, in helping the child to observe his own life and to act it out according to his being, and according to its (life's) demands."

"Life alone," writes Goethe, "will teach man what he is." But life presents many differing phases to the little child and the growing boy; and it is only those mature men and women who have developed the best there is in them who can come back

to the new-old feeling of the at-onement of life. Truths, either of nature or of spirit, come to the child very vaguely, very indefinitely. His thinking, feeling, and willing powers are weak; and so it happens that he is easily tossed about by every wind that blows. But of one thing we are sure,—he can, in the old Devonshire dialect, "Du zummat" (*do somewhat*).

But what shall the "zummat" be? That will depend largely on that which he feels within, and upon the external conditions *we* make for him. Naturally he imitates the actions which he sees in people about him, as he imitates their language. In the home he delights to busy himself in all of the happenings; the sweeping, dusting, washing, ironing, all concern himself, so he falls into the daily routine,—not from any sense of a duty to be performed or for the sake of other people, but primarily for the free activity it affords, as well as for the social life exchanged through your society and his own.

How does the kindergartner meet him? Shall she carry over to the kindergarten the familiar home experiences in all their detail, helping the child to become more skillful, more conscious of the methods and pur-

poses of the work? or are there new conditions to be met which bring in a new cycle of feelings and actions, and, if so, how are they to be linked to the old experiences?

We must not forget that there is in the mind of the normal child a tendency to treat the new situation precisely as he did the old one. The assimilation of the two is brought about quite as much by the grouping of *mental states* induced through imitation and memory as by the particular things and actions now noticed. The old experiences of activities are not lost, but stored away; and there is enough of the same sort of work suggested by the life of the kindergarten to recall the former states and objects, and the work connected with them. Crumbs must be brushed up, the plants are to be watered, the pets are to be looked after, the material is to be distributed and collected, dolly's bed is to be made, the piano keys are to be wiped off; all needs to be done, and the children should each have a part in the doing. But the child is in the kindergarten not for the sake of doing these things, any more than we are living for the sake of them; yet as they are inevitable, he may not shirk them, but must learn to do them well. But there are other planes of life which are of just as much importance to the individual as this which we have been discussing. The child is still self-centered as to thought and feeling; or, in other words, we might say that he has his own notions as to what things are worth, and the limitation of them by number, by form, by color, as well as by the other uses

to which they can be put. This is a more subtle state than the one in which he has heretofore lived, where the activities were carried on largely for "activities' sake." Home conditions, even ideal ones, cannot mirror the child to himself in these things as can a larger group of children who are solving the same problems.

All of the attributes of objects have been forced in upon him by nature and by his social environment. They are confused and unavailable. There comes a time in his life when it is well for him to begin to "take account of stock," not by looking abstractly at what he knows of form, number, etc., but by a careful embodiment of these qualities in such forms as do appeal to him and call forth his own response to them. Doubtless a skillful teacher might round out the bed-making, the cooking, etc., so that this, too, would lend itself to the large purposes of the kindergarten. But the difficulty is that the child has so little opportunity to "play" about and around these home duties. It is not well to be anything but very direct in their performance, for habit's sake. There is not much in them to feed a child's fancy. The bed must always be made in a certain way, and it is never anything but a bed. The laws of sweeping and dusting and washing and ironing are very rigid, and must be obeyed "just so"; and it is well for the child to have to come face to face with such conditions. But after all, it is not all there is of life. The child is a creature of sense. His sensuous nature needs food as perfectly adapted to its de-

mands as that which goes into his stomach. Life needs both its poetry and its prose to make it worth living. The imaginative and more or less volatile soul of the child needs guidance just where it is so non-resisting. It hovers here and there over the things of sense, as a butterfly flits about the flower which finally attracts it, and the creature rests on it. What shall the tastes of our child rest on? In drama, in novel, in picture, in song, in dance,—all of them things that children love,—there is much that is meretricious; and children grow so quickly into that adolescent period when they are dominated by all of this sensational life, that we need to employ the previous time well in cultivating the really beautiful flower of sense-pleasure. I believe that the ethical and altruistic spirit, *which should be developed later*, is of far less concern in the kindergarten age than right sense training. (The writer fears that she takes her life in her hands as well as her reputation as a kindergartner and a sane woman when she makes these statements!) Thoughtful men and women are waking and earnestly setting about the duties involved in the social service idea. It means so much, in this day of greed and indifference, to have in one's heart a sense of responsibility and faithfulness in all that is intrusted to us, that it has come to be the feeling that children, too, should enter into the idea. We see the child moving in his own orbit and we feel that we must give him a push centrifugally or centripetally, as we may happen to see these truths of life.

It has been borne down on us from above (not the Above spelled with a large A, but the "above" which means the university in its relation to the kindergarten) that the tools which Froebel selected are sadly inadequate to the building up of a sound mind in a sound body; that *real* things are the things that delight children, and that the "make believe" should be reduced to the minimum.

Shades of Plato! How could such a notion have crept into the head of a philosopher, if he were a child-lover and a child-student, and really lived with children! The kindergartners were inoculated with this idea, and immediately the Lares and Penates of the kindergarten, its blocks, balls, papers, were largely consigned to oblivion, and the social service idea with its accompaniments filled our hearts and closets. Because *we* find real jelly-making far more interesting than the "make believe" process, we take it for granted that the child does so also, when the main delight of the child is that he shall have some jelly on his bread and *eat* it. Unhesitatingly I say that my knowledge of little children convinces me that the child gets *more* out of the "make believe" than from the reality; for, as has been said, the forms which lend themselves to this are less rigid—the same blocks serve for stove or table or jelly; and I resent in the name of little children the practice of tying them down too soon to those conditions in which they can never recreate, and to those sentiments which are *not* childlike.

The kindergarten is not "the whole thing," any more than the child

is. Let the child there glean what he can from fancy. He is anchored by very stout cables to fundamental truths, truths which will go with him through this life and into the next. But, being anchored, he may drift hither and yon. Presently comes the command to "weigh anchor," and he goes on and into a wider and fuller experience. *Now* should begin the larger, closer connection with the truths and facts of life. Now comes the conscious demand for ethical conduct and altruism. Now is the need for much more constructive work. In his flittings round about, the child has found many a truth which he now realizes with a fuller consciousness; and so, through all the stages of growth, that which remained over and above (or below) the child's consciousness comes to be the real foundation for the following stage. Only let us see that he has the real remnant, not a vicarious one.

Psychology and pedagogy are car-

rying on investigations to-day that are deep and most earnest. It is not impossible that this scientific study may unearth an A B C of things better than that which Froebel selected. If such an one is found, it will be tested by the needs of the child for whom it is intended. But three things we shall surely look for in the new elements: First, they must be flexible enough to lend themselves to the varying phases of a child's play. Second, they should carry within themselves factors that would lead out to the larger thought of the growing child, in his home as well as in school. Third, there must be not only the elements of thought, but the child must also find the beginnings and the possibilities of a satisfaction for the æsthetic side of his being. Out of all these requirements, rightly understood and applied, will come that supreme opportunity for spiritual growth, for which all we know and love really *is*.

APRIL.

BY CAROLYN S. BAILEY, SPRINGFIELD, MASS.

I SAW a little maiden
Go sobbing down a lane;
Her eyes, ah! me, were brimming
With tears like drops of rain.

But when I ran to kiss her
And comfort her awhile,
She ran a little faster
And smiled a sunny smile.

And all along the laneside,
Where little children pass,
She scattered purple violets
And happy blades of grass.

SIMPLE COMMENTARIES ON FROEBEL'S MOTHER PLAY.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

The little child now blindly seeks
Knowledge of God, whose wondrous love
Unites all things His hand hath made
In earth below and heaven above.

The mother sees the child's great need;
She *knows* the truth he dimly feels;
And by her own faith strong and true,
God, to his trusting heart, reveals.

V.

THE PLAY OF THE CHURCH.

ALL little children like to go where people assemble for a common purpose. Do you not remember how your child delighted in the crowded market? Have you not noticed how eager he is to join or follow a crowd, how attentively he listens to his elders when they engage in earnest conversation? Ah! mother, in this impulse of your child you may read the need of his soul.

The child longs to know the source of that unity which he instinctively feels in life, that he may fully enter into all life's joys. He does not understand his own desire, but goes blindly seeking its fulfillment in all outward signs of unity. Hence the attractions that the market, the crowd, the congregation, have for him. Watch him, O loving mother, lest he mistake these outward signs, and thus, by blindly

following the crowd, lose his vision of truth. Guard him from the mistakes into which, unguided, he may go, by early leading him to knowledge of and faith in the living God, "in whom we live and move and have our being."

"Let me go, too," your child will doubtless say when he sees you making preparations to go to church. Gratify sometimes this wish, I pray you; for though he will not understand the words he hears, the spirit of the place will enter his heart and fill it with reverent joy. The light streaming through the stained glass windows, the music of the organ, the sight of many heads bowed in prayer, the sound of many voices united in song, the quiet attention of the many to the one, the solemn tones of the minister's voice—all these things will speak, at this stage of his development, louder than words of the common faith in a Divine Power which

unites us in thought and feeling and aspiration.

Later, the child will want to know why we go to church, what the minister says, what we ask when we pray, what we mean when we sing; and it is to help you answer these questions aright that the song and the play of *The Church* have been written.

On some sunny Sunday morning when the air is filled with the chiming of church bells, you may say to the listening child:—

“Come, and I will tell you what all the bells are saying.

“They call the people far and near :
‘Come worship here, come worship here !
Come, fathers, mothers, children all !
Come, rich and poor, and great and small !
Come, young and old, there’s room for all,
Come worship here !’ the church bells call.”

“And now,” you will say, “the fathers and mothers, and uncles and aunts, grandparents and children, will make haste to answer the church bell’s call. With Sunday clothes all fresh and clean, and happy hearts and faces, they will come from their homes and go together to the church, where they will hear about the dear God, who gives the sunshine and the rain, the flowers and birds, the grass and grain. The church will be filled with music from the deep-toned organ, and all the people will sing the sweet hymns together and ask God’s blessing when they pray. See, here is a picture of a church and the people who go there. (Froebel’s *Mother Play* picture, *The Church*.) Here is the great church door where they all go in, and here the minister stands who tells about God’s love. And here are

the bells. See how high they swing from the towers, but the bell ropes hang so low that even a little child can reach them.”

The wise mother knows that the religion the young child needs is not a religion of doctrines and dogmas. If you are a true representative of God in your motherhood, if your own faith is true and active, your child will accept God’s love as trustfully as he accepts your own love for him; and nowhere can there be better lessons of this divine love than in the great book of Nature, written by God’s own hand. Ah! mother, teach your child to see God in everything, and everything in God, if you would fill his life with joy and peace.

“Did God make the lambs, the rabbits, the chickens, too?” perhaps the child will ask; for, having found the truth, he will delight in hearing it confirmed many times.

Lead him by your answers to see that God has given purpose and power to everything that he has made. The bird builds her own nest, the spider spins her silken web, and, by God-given power, too, man creates all those things for which he has need. Help the child to feel this power in himself, and inspire him with a holy ambition to fulfill in his own life the will of God.

“God has made the wind to blow,” you may say to him, “the sun to shine, the stream to flow, and this little child of mine to be helpful and good. The wind is blowing, the sun is shining, the stream is flowing; and what shall my child do to-day to show his love to the Heavenly Father?”

Ah! mother, just as a multitude can be moved by one emotion, a thousand minds fired by the same thought, so may all the lesser ambitions and impulses of your child's life be united by one consecrated aim; and thus, as flowers grow toward the sun, he will grow ever toward God, the Everlasting Source of Light and Life and Love.

MAMMY NANCE'S STORY PLAYS.

BY EMMA C. DULANEY, LEXINGTON, VA.



SEE-SAW.

PRESHUS heah 's er ole dribble-drappin' day,
 So yo'll hev ter stay in de house ter play.
 Shucks, dough! Who keers cos de rain 's drizzlin' down,
 An' mekin' li'l' duck puddles out on de groun'!
 Don' know how ter play? Don' know whut ter do?
 Mammy knows! She 'll mek er see-saw fuh yo'!
 Jes' wait er teenty bit twel it gits done,
 An' den we-alls sholy 'll hev some good fun.
 Dis back log heah fuh de centah stake 'll do;
 De press bawd 'll mek er gran' cross beam, too;
 Mah big check ap'on I 'll fol' up, dis-er-way,
 Ter mek er cush'n fuh yo'. Now, le's play.
 Whut 's dat—yo' want me ter git on wid yo'?
 Mah sakes! I 'd soon bre'k de bawd spang in two!

No; I'll set on de flo', 'longside dis cheer,
 An' tek er good grup on de en'—jes' heah.
 Set down, an' hol' tight; yo's mos' gwineter fly,
 Cos mammy means ter sen' yo' up high, so high!
 No, yo' won' fall off 'less 'n yo' look er-roun'.
 Now den, dah yo' go er-slidin' down—down!
 Ain' it jes' fine? Now, whilse yo's flyin' erlong,
 Mammy gwineter sing dis funny li'l' song:—

“Dah wuz er witch 'oman named Marg'ry Daw—
 Up, high up, high-oh!
 She nevah knowed how ter ride er see-saw—
 Down, way down, yo' go!

“She whupped de po' cow an' she skeered de ole hen—
 Up, high up, high-oh!
 An' stole all de mash fo'm de pigs in de pen—
 Way, way down, yo' go!

“Oh! Sech er bad 'oman wuz Marg'ry Daw—
 High, high up, yo' go!
 She sol' huh big feathah baid! Slep' on de straw!
 Down yo' come, down low!”

Whut's dat? Want me ter sing some mo' fuh yo'?
 W'y! Mammy's got er pile uv wuk ter do,
 Preshus, befo' Aunt Dilsey rings de bell
 Fuh lunch. Quit cryin' lak de clouds, an'—Well!
 I'll staht de see-saw ter rockin' onct mo'
 An', fuh er li'l' while, sen' yo' high 'n low.

Jiggetty-joggetty! Rifferty-raff!
 Hi! Preshus, *dat* meks yo' jiggle an' laff!
 Yo's hevin' er fine time, sholy, ter-day.
 An' now, befo' we-alls bre'k up ouah play,
 Mammy'll sen' yo' high ez de bawd kin go;
 Den let yo' down, ea-sy-lak, ter de flo'.
 Jiggetty-joggetty! Ripperty-rup!
 Heah yo' go on de way up-hill,—h-i-g-h, up!
 Yo's shekin' de beam wid yuh laffin', sho!
 Now, fuh de *l-a-s'* time, yo' come down, slow, s-l-o-w!

He'p me, now, cl'ar dese tings outen de way,
 An' yo' sh'll ride see-saw de nex' rainy day.

PLAY AND IDLENESS.

BY HENRY S. CURTIS, NEW YORK, N. Y.

PLAY has suffered much at the hands of parents from being confused with idleness. Moralists tell us of the blessings of work, and quote for us: "An idle brain is the devil's workshop." Many parents straightway infer that they must keep their children at work in order to keep them out of mischief. It would be hard to make a greater mistake. Those who reason thus fail to perceive that play is far more opposed to idleness than is work. Work never rouses the child to such intense activity as does play; it never reaches down and stirs up the emotional nature in the same way; it can never generate such an amount of energy.

The enemy these parents are seeking to assail is idleness; but, in the haze of their vision, they have mistaken a friend for an enemy, and have attacked play. Play has twice the power to keep a child out of mischief that work has. Play rouses the latent forces in a child's nature as nothing else will. Play generates more spontaneous mental activity in an hour than the school can in a week.

Play is perennially interesting; it

always appears to us as natural and beautiful. Play was the primitive state from whose Eden the curse of Cain has driven us to labor. It is the state to which we hope to return when the last trump has sounded,—not to play on harps, but to play marbles if we wish,—each to do the thing his soul loves best for the joy of doing it. It is to this state that we hope the millennium will bring all our work, when we shall be so fitted for our tasks that all work shall become play.

Play is the poetry of life. It is the action of crude genius. It is spontaneous, inventive, forever opposed to the mechanical and to routine. It is motion that seems to spring like a flower from the seed of life. It is grace itself. Nothing else is so great a stimulus to physical development and growth. No other activity can set free so much of the energy that a million years of heredity have stored away in the brain cells of the child. If you will keep your child out of mischief when he is small, and out of vices when he is older, do not give him too much work, but see that he has large and deep and exciting play.

HE who does a base thing in zeal for his friend burns the golden thread that binds their hearts together.

MUSICAL MOMENTS WITH CHILDREN, OR THE ART OF DEVELOPING THE MUSICAL SIDE OF CHILD NATURE.*

BY DAISY FAIRCHILD SHERMAN, PROVIDENCE, R. I.

VI.

THE CHILD VOICE IN SINGING.

THE following hints on the care of the voice are largely drawn from a book called *The Child's Voice*, by Emil Behnke and Lennox Brown.†

The proper use of a child's voice from an early age is important in its connection with hygiene and with musical education. Such use will prevent the abuse or the destruction of the voice, either of which is easily brought about.

Good singing implies full, deep breathing; and children regularly exercised in deep breathing should have better health than those not so exercised, for they are thus supplied with more than the ordinary amount of oxygen if the air of the room is pure. This reacts favorably upon the digestion, increasing the appetite.

Loose clothing and proper rest and diet are as important as fresh air for singing.

A proper use of the voice in singing will have no effect on the child's speaking voice. The habit of humming the words of songs, listlessly and without interest, should be discouraged from babyhood. A

child should be taught pure enunciation of vowels. All mere screaming and shrieking, which make the voice coarse and unmusical, should be discouraged, and soft, musical accents inculcated by example.

"A proper use of the voice often corrects tendency to disease of the throat and lungs. It sharpens the sense of hearing, and stretches and strengthens the vocal cords, thus making greater power and compass for the adult voice probable. Good singing brightens up the intellect."

The voice of the adult is not improved by "*training*" in childhood, so far as the exercise of the larynx is concerned. The fact that the boy's voice undergoes a complete change during adolescence renders his previous accomplishments a total loss so far as voice-production is concerned. Only the musical knowledge he has gained will be of any use to him.

The voice should be treated with the greatest gentleness. "No strain should be laid upon it, either with regard to pitch, loudness, or length of sustained notes." "Little children cannot possibly have any great sustaining power. They should be taught to sing quickly and lightly, and loud singing should be strictly forbidden." "Sing-

* A. FAIRCHILD SHERMAN, 25, BEACON ST.,
PROV. R. I.

ing is not so much a matter of hard blowing as of purity of tone and of resonance." This should be observed from the outset, and good patterns given for the child to listen to. Harshness, shrillness, or nasal qualities will surely be imitated by the little ones. Their voices are like birds' voices; and they will catch good tones, or imitate poor ones. "Attend to sweet, soft singing, insist upon pure tones (without throatiness) and the *surest foundation will be laid for the proper after-development of the voice.*"

Those children who learn singing slowly should not practice with those who learn quickly. It leads to noisy, coarse singing, and injures the good voices. The slow ones should listen to the others and be practiced separately. In this way the terrible strain upon the good voices in trying to drag along the others is avoided.

Comparison of girls' and boys' voices: Girls sing in undertone. Their voices are more shrill, less powerful, lacking in richness, and higher in pitch; and the majority of them are soprano. Boys shout and force up the chest voice. Their voices are stronger, fuller, lower in pitch; and the majority of them are alto. They are also more breathy and throaty than girls' voices.

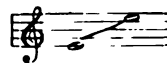
Comparison of the girl's voice with the woman's voice: No actual change of the vocal organs takes place—only a development of them, and an increase in the fullness, richness, strength, and compass of the voice. It is impossible to say with certainty whether a girl's voice will settle into a soprano, mezzo-soprano, or contralto.

When should a girl begin formal voice cultivation? Not until the system becomes settled after the changes of adolescence, at ages varying from sixteen to nineteen years.

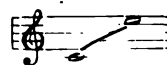
Comparison of the boy's voice with the man's voice: The vocal organ undergoes a complete change during adolescence. The voice is not as a rule improved by cultivation before this period, but is generally injured by it. Out of one hundred and ninety authorities consulted on the safety of singing before the settling of the voice following adolescence, one hundred fifty-eight say it is decidedly unsafe, one hundred twenty testify that it causes *certain* injury to the after-voice, and ten testify to having suffered it in their own persons. Out of a hundred and seventy asked if there is a temptation to use a fine boy's voice even after the time when the boy ought to have ceased singing, a hundred and sixty-six reply that there certainly is a temptation, and most of them own that they have yielded to it. As to judging whether a boy's voice will turn out tenor, baritone or bass, two thirds think it is not possible to give a sure forecast. As to discontinuing singing during adolescence, very few did so. All agreed that singing at that time should be of a very gentle nature.

Scope of children's voices:—

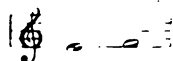
Up to seven years of age, safe limits are



From seven to ten the range is



After ten years of age the difference between high and low voices becomes more marked, and necessitates singing in different parts. At this time careful attention must be given to the proper use of the registers, especially with boys, to prevent the carrying of the thick or chest tones above \bar{e} or \bar{f} .



Even if the voice is used properly in every other respect, infinitely more mischief is done by forcing the registers than by allowing children to exceed their compass.

Voices of boys from ten to thirteen require the utmost care, because of a tendency to lower in pitch.

For altos, the limits of compass should be strictly



and for trebles,



There will undoubtedly be children who have voices of a more extended compass, and who are able to exercise greater power than other children, without any detriment to their voices; but it will be a safe rule never to go to the full extent of either compass or power.

Mr. W. M. Miller thinks that "boys should be taught to imitate girls in the use of the registers, otherwise they invariably force their upper notes." A boys' choir in Cologne uses the head voice only, even for altos, very nearly to their lowest notes. The

object in this choir is not to obtain a *large volume* of sound, but a *beautiful quality*. The result is a quality of tone soft, velvety, mysterious; a perfect intonation; a wonderful evenness of voice from top to bottom of their range; freedom from shrillness in the upper tones and from roughness in the middle ones.

What has been said about training in the art of voice-production applies to the exercise of those parts of the vocal apparatus which undergo a change at puberty and not to other parts which merely develop, namely, the *bellows* and the *resonator*. *Breathing* and the *enunciation* of vowels and consonants in speaking and singing are performed alike by adult and child, and great care should be taken to train children in proper breathing and enunciation from an early age. "The matter of breathing is simple enough, because babies perform that act in a natural manner, so that they have only to be prevented from getting into wrong habits as they grow older."

A work already referred to, *Children's Voices. How Helped, How Harmed*, by E. C. Curtis of the Palmer-Curtis course, should be read by all having the care of children's voices. Some of Miss Curtis's exercises for helping the voice are just the sort of thing children enjoy doing and can do. The "Ha! ha!" exercise is one of these. Miss Curtis recommends that during kindergarten age the child should sing no lower than \bar{f} .

Ask the child to draw a breath, then instantly tell him to hold it; then to let it go. Or say, "Hark! listen!"

when he will instinctively hold his breath as it is proper to do in singing. A conscious knowledge of how and where to control the breath is a great help to some children.

After the children have had a little experience in holding the breath in this way, teach them to whisper some *short*, familiar phrase. Next time, let them recite it aloud without taking breath after starting. The phrase should be very short, because children should not be asked to sustain long breaths. Now let them repeat the line aloud, and next sing it either on one tone or to some familiar tune. These suggestions are founded upon an exercise given by Frank H.

Tubbs in his *Science and Art of Breathing*.* The object of the exercise is to get the child to sing as easily as he would speak or even whisper. The exercise in arresting the breath suddenly is a most direct and simple way of showing how the breath is managed in song.

The above suggestions are not intended as complete directions for tone-production. Every teacher and mother who possibly can do so, should give this subject special attention under a good teacher of the voice.

THE END.

* Published by Mr. Frank H. Tubbs, 121 W. 42d St., New York.

FOLLOWING THE BROOK.

BY EVALENA M. PARKER, NEW HAVEN, CONN.

IN a large city not many miles away there once lived a very little boy named Theodore. Every one said that that was too long a name for such a little boy, and so they gave him a little name and called him Teddy. Teddy did not mind having the little name at all, because he had a big, tall uncle whose name was Teddy, too; and he felt bigger and prouder every time he thought of those two names—his and Uncle Teddy's.

Uncle Teddy lived out in the country on a farm, and had you known him, he would probably have told you that he liked, more than anything else in the world, to have little Teddy

come to visit him in the summer time. And I am going to tell you what happened to little Teddy one summer while he was visiting Uncle Teddy.

As you know, there are many wonderful things to be seen on a farm, but I don't believe you could guess what Teddy thought the most wonderful of all. It was a brook. In front of the farm-house, across the road, there was a very wide and deep brook, which was little Teddy's greatest delight. He liked to toss stones into this brook and watch the circles made by them upon the water as they sank out of sight. Sometimes he put little chips of wood into the

water for boats and watched them sail away. He liked to sit upon a large stone near the brook and watch the tiny fishes swimming through the water; and often when he looked down into the brook he saw a wonderful picture there—a picture of the bright blue sky, the snow-white clouds, the tall trees waving in the wind, just the top of the farm-house roof, and then his own little smiling face. Each night, just before dark, he liked to hear the big frogs and the little wee frogs calling out all sorts of pleasant things to him.

Late one afternoon as he sat by the brook, Uncle Teddy came along with his horse and wagon, and called out: "Hello, Teddy! You are very fond of my brook, are n't you?"

"Yes, I am, Uncle," answered little Teddy, quickly.

"How would you like to ride out with me to the place where this big brook begins?" asked Uncle Teddy. "It is not very far away."

Up jumped the little boy.

"Oh, Uncle Teddy!" said he, "I should like that. That will be great fun."

So Uncle Teddy helped him into the wagon, and off they started. As they rode along, they talked about the wonderful brook, and Uncle Teddy said that he thought the beginning of the brook would surprise little Teddy. After riding for some distance, Uncle Teddy said "Whoa!" and then out they jumped, hitched the horse, and started across the fields to find the place where the brook began.

Soon Teddy heard the sound of running water, and, sure enough,

there, behind some stones, came the smallest stream of water Teddy had ever seen. "Oh, see! Uncle Teddy," said he. "It is just a little baby brook. I have never seen such a wee brook before."

Then Uncle Teddy told him that under their feet was a spring that was always sending up water to feed the little brook, and that other little streams, by running into the brook as it went along, finally made it the big brook that Teddy knew so well.

"And now," said Uncle Teddy, "I am not going home just yet. I must go on to town to do some errands; but, if you like, you may follow the brook back home. You can walk along beside it, and by and by you will come to the house. You ought to get home by tea time."

"All right," said Teddy. "That will be the best fun yet. Did you ever follow a brook, Uncle Teddy?"

"Oh! yes," said Uncle Teddy. "I've followed this one many a time; but you will have to remember one thing. Be sure to take the right-hand side of the brook, if you want to get home safely."

"I will," said Teddy. "You need not be afraid. I know which hand is my right hand. I won't make a mistake." And he was in such a hurry to be off that he did not wait to hear another word.

At first the brook was so tiny that he could step across from one side to the other, and he thought it great fun to do this. But the brook soon got too wide for him to step over, so Teddy tried jumping across. But before long he had to stop jumping: the

brook was too wide even for that. Then he said: "I think I'll just stay on this side now until I get home."

He tossed some small stones into the water and found that they made circles on the surface just as the stones did in the big brook. He picked a very large leaf from one of the spreading weeds, and let that down into the water for a boat, and it sailed along just the way he was going.

"Oh," he thought, "I wish I could find something to ride in my boat."

He saw a little bird flying along to its nest, and he ran after it, calling: "Oh! wait a moment, little bird, and I'll give you a ride in my boat." But the little bird only flew on faster. A little gray squirrel came running along the stone wall, and he called to it: "Oh! wait a moment, little squirrel, and I'll give you a ride in my boat." But the little squirrel only ran on faster. Then he saw a little yellow flower growing in the grass, and he said to it: "Oh, I know! I'll let you ride in my boat!" So he picked the little yellow flower and carried it over to the water; but the brook had grown so wide that he could not now reach his little boat.

"Never mind," said he, "we'll play it's a fast steamer that cannot stop for passengers, and we'll race it to see which gets home first."

So Teddy and the flower and the little boat hurried on towards home.

Now the brook was growing wider and wider, the water deeper and deeper, and the sun was sinking lower and lower. Suddenly Teddy looked up and saw first the chimney and then the roof of Uncle Teddy's house not

far away. So he ran on as fast as he could, for he had much to tell his friends at home. But suddenly he stopped,—there was the house just in front of him, but *it was on the other side of the brook*, and the water was between him and the house!

"Oh! oh!" cried Teddy. "I'm on the wrong side of the brook. Uncle Teddy told me to take the right-hand side, and I did n't remember about it. Oh! what shall I do? How shall I get across? Perhaps some one will come to help me."

He called "Uncle Teddy!" as loud as he could, but Uncle Teddy did not hear, for he had not yet returned from town. Then he called "Aunt Mary!" but Aunt Mary did not hear, for she was in the kitchen getting tea. Then he thought of John, who helped Uncle Teddy on the farm; and he called "John!" but John did not hear, for he was down in the meadow getting in the hay.

Then Teddy noticed that the sun was setting, and he knew that it would soon grow dark. He wished very much that some one would come to help him. Then he heard the frogs; and the big frogs, with their big, deep voices, seemed to say, "Go home! Go home!" and the little frogs, with their little voices, seemed to answer, "He can't! He can't!"

Teddy had tried to be brave; but when he heard that, he sat down and cried. He could not help it. And he cried so hard that John, coming home with the last load of hay, heard him and came down to the brook to see what was the matter.

"Hello, there!" said he. "What are

you doing over on that side of the brook? How in the world did you get there?"

Now John was wearing some very high, stout boots, that water would not hurt; so, without waiting for Teddy to answer, he waded across the brook, picked up little Teddy, and carried him over to the other side. And Teddy was so glad to be there that he thanked John over and over, and hurried into the house as fast as he could go.

When Uncle Teddy came home to

tea, he said, "Well, my little man, did the brook bring you home safely?"

"No, Uncle Teddy," said the little boy, and then he told him all about it.

"Well! well!" said Uncle Teddy, "that was too bad! But I don't believe that such a thing will ever happen to you again; for you know now that if you start on the right side, and keep on the right side, you'll come home on the right side."

And Teddy knew that this was true.

He had learned it from following the brook.

THE OLD FAIRY AND HER COCK.

HOW A LITTLE BOY WAS CURED OF LAZINESS.

TRANSLATED BY LAURA E. POULSSON FROM THE FRENCH.

ONCE upon a time there was a little boy who was so slow and dull and lazy that he was nicknamed Laggard. Now "laggard," perhaps you know, although it sounds a trifle more polite than "slowpoke," means about the same thing; and a laggard is not at all the kind of person that one would like to be. A laggard makes extra work and care for people. He is always behindhand; and he is very apt to grumble and whine because everything won't wait until he is ready.

This little boy who was nicknamed Laggard had another name, a very pretty one. His real name was Harry; but no one except his mother ever called him by it.

His poor mother grieved greatly at having such a son, and wondered what she could do to cure him of his laziness. One day she went to see if she could get some good advice from a friend who lived near. This friend was old, oh! very, very old! She had known not only the fathers and mothers when they were little children, but she had known the grandfathers and grandmothers when they were little, too! And besides, she herself was really a fairy, although she had been in the form of an old woman for a good many years. You can easily imagine, from all this, how well able she was to give wise counsel.

"I see what is the matter with your

boy," said she, when the mother had talked awhile. "Do not grieve any more. He can be cured. I will lend you my cock, Vigilant. He will cure your laggard. Do not interfere with Vigilant, but let him do just as he thinks best."

So Vigilant was summoned from the barnyard, where he was keeping guard over the hens. His mistress whispered a few words in his ear, and then gave him to the mother, who took him home with her.

The next morning, when Laggard was called, he stretched himself in bed and began to cry and find fault because he had to get up. At this, Vigilant, who, strange to say, was perched on the back of one of the bedroom chairs, began to crow loud enough to split your ears. "Cock-a-doodle-doo-o-o! Cock-a-doodle-doo-o-o!" Laggard gave up all thought of sleeping in such a racket and tried his best to silence the cock; but all in vain. Brave cock! He knew very well why he was crowing!

So finally, Laggard got up and dressed himself, scolding and growling as he did so; and after breakfast off he started for school, with Vigilant following not far behind. Whenever Laggard showed any signs of stopping to play by the way—peck, peck!—Vigilant's beak gave him a nip in the calf of the leg that made him trot along the road quite briskly.

When dinner time came, Laggard was still dawdling at the table after the rest of the family had all finished.

He sat lazily back in his chair, with his dessert before him, eating a mouthful now and then, when—peck, peck, peck!—there was Vigilant right before him! Vigilant had hopped up on the table, and was pecking away so vigorously at Laggard's plate that in a trice there was no dessert left for Laggard at all!

When the time came for Laggard to study his lessons, he was so slow over them that he wasted a great deal of time. There he sat, with his pen in his hand, his nose in the air, and the white page before him, doing nothing. Peck, peck!—came Vigilant at last, nipping him briskly to remind him that he must go to work and work in earnest.

Thus day after day went on. Vigilant continued to be steadily watchful (that is what "Vigilant" means) and, by his lusty crowing and sharp nips, roused Laggard to be more prompt and active. At the end of a week, Vigilant had trained him so well that he could no longer be called Laggard, for the name no longer described his character.

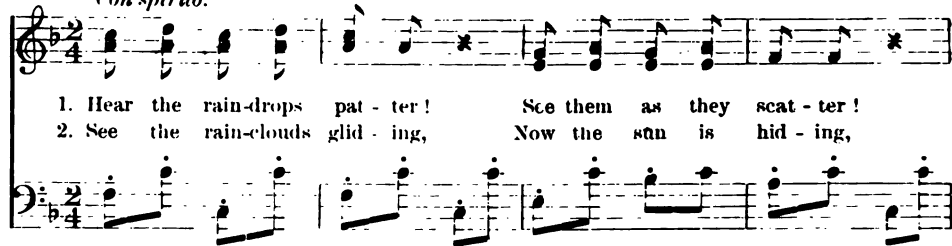
And oh! how joyous his mother was! When she next went to visit the old fairy (to return the brave cock Vigilant) she took with her, not a slow, dull, lazy laggard, but a lively, wide-awake little boy that every one called Harry. She thanked the old woman heartily for the change in her little boy, and Vigilant went back to his barnyard very well satisfied with what he had accomplished.

RAINY DAY SONG.

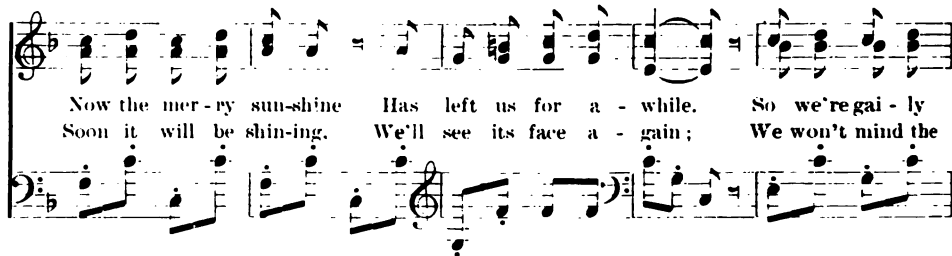
H. BLANCHE FOSTER.

FLORENCE E. CHIPMAN.

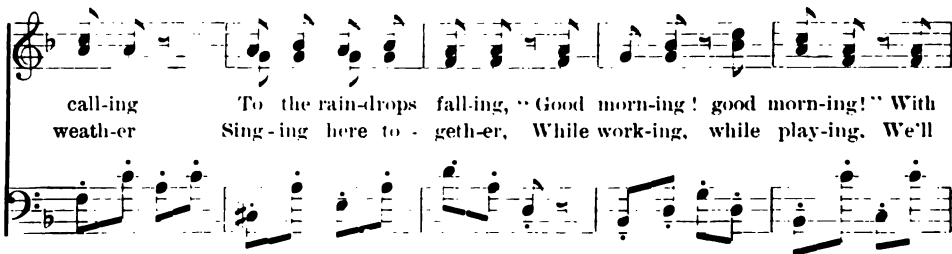
Con spirito.



1. Hear the rain-drops pat - ter ! See them as they scat - ter !
 2. See the rain-clouds glid - ing, Now the sun is hid - ing,



Now the mer - ry sun-shine Has left us for a - while. So we're gai - ly
 Soon it will be shin-ing. We'll see its face a - gain ; We won't mind the



call-ing To the rain-drops fall-ing, " Good morn-ing ! good morn-ing ! " With
 weath-er Sing-ing here to - geth-er, While work-ing, while play-ing, We'll



mer-ry nod and smile.
 lis-ten to the rain.

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., APRIL, 1904.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed,

LEICESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

THE SABBATICAL YEAR, that blessed and wise provision for renewal of power, granted by universities to their professors, is doubtless a joy unattainable for many of the rank and file teachers. Here and there, it is true, a determined and far-sighted teacher, a joyously venturesome one, or one whose health demands it, takes a year "off duty"; but, even with these, the golden interval is more likely to be once in a teaching lifetime than once in seven years. When the higher salary campaign has won its inevitable victory, more teachers will probably climb to the height of wisdom whence they can see the blissful benefits of an entire and extended respite from their usual avocation and will see also that these benefits are not inevitably beyond reach.

However this may be, a few straws that are blowing about seem to indicate that at present the wind of opinion is setting in the direction of less close confinement to one's own work as a means of improvement in both work and worker. The once-a-term "visiting day" which has long been freely yielded to teachers in many states, is now being agitated for in others. Leave of absence for several days to attend educational meetings is granted in an increasing number of instances. Our own I. K. U. has several attendants each year who are grateful to their respective school boards for the time allowed them for this valuable experience. And, by the way, all kindergartners for whom the last week of April is not vacation should appeal to the school authorities in good season for permission to attend the Rochester convention. Who knows but that this will be the relenting year for those school boards that have heretofore refused?

Lately, too, we hear oftener of "observation trips" and "experience journeys." Certain library schools arrange each spring to take an observation trip, visiting libraries in half a dozen or more cities. A kindergarten training teacher in a public normal school we wot of took her entire class to spend a number of days in a city about two hundred miles distant. She wished them to visit one of the

important private kindergarten training schools, to see what the students were doing and how the classes were conducted, to hear some lectures and to visit the model kindergarten. The directors of the three kindergartens connected with the Alfred Corning Clark Neighborhood House, New York, are to go on a series of experience journeys this spring. Their superintendent, Miss Nora A. Smith, has arranged to have them each spend a fortnight in one of the great kindergarten centers and to visit settlements and free and private kindergartens while there. Miss Frances Goodwin, who is a native of Massachusetts and was trained in Boston, has been sent to the West and is now spending her fortnight in Chicago. Miss Helen Beebe, who comes from Montana and was trained in Chicago, will be the second traveler and will repair to Boston for her experience journey; while Miss Henrietta Dana, a Maine girl, and one of Miss Garland's pupils, will devote her two weeks to Philadelphia and Pittsburgh.

In the plan of these particular experience journeys, one feature is to be noted as important. The kindergartners are not sent to their old stamping grounds but to pastures new, on mountain slopes that face differently from their own. Each kindergartner goes to kindergarten cen-

ters where prevailing methods and views are likely to be somewhat different from those to which she is wonted. She is thus put in the way of gaining a catholicity of comprehension that leads to open-mindedness and that often acts correctively upon the observer's own work. The profit that results to teacher and kindergarten or school from such experience journeys is obvious and undisputed. Is not the hope reasonable that the teacher's visiting day may sometime lengthen out into the occasional experience journey?

DOES THE SPIRIT of a reporter quake when he finds a kindergarten meeting on the list of his day's assignments? Truly, this may well be; for strange indeed are some of the wordy messes concocted by members of his guild in their hasty, chafing-dish serving of snacks for the general public from the materials dealt out on these occasions. To produce a true blend of the unaccustomed thoughts and phrases at a moment's notice is not an easy task for even the chief cook of reporters. The ingredients really require long simmering on the back of the mental stove before they are ready, in all their savory wholesomeness, for the printer's platter.

After an important session of an I. K. U. convention, a reporter came

to one of the members on the platform, asking the favor of an informational interview. As the kindergartner was talking to him, the reporter began to jot down what he thought the telling phrases, that he might have them to weave together in his notice. Having had experience of the conglomerations resulting from this method of reporting, the kindergartner broke off and said frankly: Would it not be better for you to try to gain as clear an idea as possible of the subject you have asked me about and then clothe it in whatever words you like, rather than to use our short time in jotting down catch phrases that you *may* make a hodgepodge of when you try to link them together? The man chose the struggle for the idea, and the kindergartner, when she saw the next morning's paper, was proud of his report!

FREE DISCUSSION at educational meetings is too good a thing to discard or grow lax about. If we are not yet skillful at it, we must practice ourselves in the art, both as guiding and restricting leaders, and as cogent, logical and (blest be their ilk!) lively contributors. "Free discussion after the reading of the papers in a department meeting (N. E. A.) is somewhat interesting, but oftener rambling and disjointed,"

was the conclusion reached by a good judge after the Boston meeting. "It should be limited as to time, and otherwise controlled and directed by the presiding officer."

Under the heading *Let Questions be Asked*, the *Western Teacher* says:—

It is customary at teachers' associations to have a lecture by some distinguished speaker or educator. When the lecture is simply a popular address of general interest given for the purpose of entertainment and incidental instruction, its purpose is accomplished when the discourse is ended; but when a speaker, be he a teacher or not, presents a theme bearing on school work, the association should not allow him to escape without meeting the members in a somewhat informal session where all may ask questions, and, if so minded, may "talk back." Many a man has been misunderstood in utterances from the platform when a few minutes of questions and answers would clear up doubtful points. Moreover, a speaker is less likely to make a rash or careless statement when he knows that the ordeal of a quiz exercise will be encountered. Courtesy, of course, requires that in a "round-table" session the inquiries should proceed in the kindly spirit of seekers for truth so that neither party should be in a defensive attitude.

THE ROCHESTER PLAN for the holding of teachers' institutes has proved very successful. It is this: On Friday of one week the children of, let us say, the first grades throughout the city are dismissed and the teachers spend the day at the normal school, where they study the work of their grade in its various aspects with the superintendent and supervisors of the city. On Friday of the next week the same course is pursued in the second grade, and so on, the turn coming round for each grade four or five times during the school year. Each of these institute days is divided into four periods with intervening recesses and only one subject is assigned to each period. The subjects are varied from institute to institute. Sometimes illustrative lessons with children are given; sometimes a period is devoted to the consideration of questions brought forward by the teachers through the medium of a "question box." Kindergartners have

their institute days, too, and, like the other teachers, enjoy these meetings especially because of coming to them fresh and rested, and because of the intensive interest resulting from the consideration by the whole body, during all the four periods, of the work of their own grade. The instruction which comes from addresses by strangers of note is secured through courses of lectures provided for the teachers by the board of education. Dr. Charles B. Gilbert, who inaugurated these numerous institutes, says: "It is perfectly evident that after every institute the teachers go back to their work stronger. . . . I can recommend this plan to any school authorities as giving more help to the teachers than any other method with which I am familiar." The present superintendent of education in Rochester, Mr. Clarence F. Carroll, shows his approval of the system by carrying it vigorously forward.

WORDSWORTH'S CONCEPTION OF CHILDHOOD.

BY VINCENT VAN M. BEEDE, CAMBRIDGE, MASS.

WORDSWORTH is the most complete poet of childhood from the standpoint of the grown-up, just as Robert Louis Stevenson has most nearly approximated in verse

the thoughts and interests of the child himself. The more of Wordsworth we read, the more clearly do we see how variously, and, in general, how truly the poet has shown forth child-

hood so far as it is possible for men and women to realize it. Although the *Intimations of Immortality* was written so early as 1803-1806, it is the first and the last of Wordsworth's philosophy of childhood, and the efflorescence of his love for children. The first, because of all his poems on childhood, it is most assuredly a perception or an inspiration; the last, because he never went beyond it. It is perhaps not inappropriate for me to speak of this ode both in opening and in conclusion.

It is significant that Wordsworth had no indistinct memory of his own tumultuous childhood, as may be judged from the following "autobiographical memoranda dictated . . . at Rydal Mount, November, 1847," when the poet was an old man of seventy-seven:—

" . . . I was of a stiff, moody and violent temper; so much so that I remember going once into the attic of my grandfather's house at Penrith, upon some indignity having been put upon me, with an intention of destroying myself with one of the foils which I knew were kept there. I took the foil in hand, but my heart failed. Upon another occasion, while I was at my grandfather's house at Penrith, along with my eldest brother, Richard, we were whipping tops together in the large drawing-room, on which the carpet was only laid down upon particular occasions. The walls were hung round with family pictures, and I said to my brother, 'Dare you strike your whip through that old lady's petticoat?' He replied, 'No, I won't.' 'Then,' said I, 'here goes'; and I struck my lash through her hooped petticoat, for which, no doubt, though I have forgotten it, I was properly punished. But possibly, from some

want of judgment in punishments inflicted, I had become perverse and obstinate in defying chastisement, and rather proud of it than otherwise."

In many of the poems there is evidence that as a child Wordsworth was supersensitive to natural influences. Add to this his moodiness and violent temper, and it is certain that he was well equipped to sympathize with almost every phase of childhood. His sane, modern views of education may be gathered from this *Letter to a Friend* (1806):—

" . . . You add that the child is too much influenced by grown people, and apprehend selfishness. . . . How then is the evil to be softened down or prevented? Assuredly, not by mortifying her, which is the course commonly pursued with such tempers; nor by preaching to her about her own defects; nor by overrunning her infancy with books about good boys and girls, and bad boys and girls, and all that trumpery; but (and this is the only important thing I have to say upon the subject) by putting her in the way of acquiring without measure or limit such knowledge as will lead her out of herself, such knowledge as is interesting for its own sake; things known because they are interesting, not interesting because they are known; in a word, by leaving her at liberty to luxuriate in such feelings and images as will feed her mind in silent pleasure. This nourishment is contained in fairy tales, romances, the best biographies and histories. . . . Your child should, I might say, be chained down to the severest attention to truth,—I mean to the minutest accuracy in everything which she relates; this will strike at the root of the evil by teaching her to form correct notions of present things, and will steadily strengthen her mind."

In 1828 Wordsworth wrote to the Rev. Hugh James Rose:—

“ . . . I will back Shenstone's school-mistress, by her winter fire and in her summer garden-seat, against all Dr. Bell's sour-looking teachers in petticoats that I have ever seen. . . . I recollect seeing a German babe stuffed with beer and beef, who had the appearance of an infant Hercules. He might have enough in him of the old Teutonic blood to grow up to a strong man; but tens of thousands would dwindle and perish after such unreasonable cramming. . . . Natural history is taught in infant schools by pictures stuck up against walls, and such mummary. A moment's notice of a redbreast pecking by a winter's hearth is worth it all.”

With regard to books, Wordsworth had, as he remarks in his note prefatory to *The Norman Boy* (1842), “an absolute conviction that children will derive most benefit from books which are not unworthy the perusal of persons of any age. I protest with my whole heart,” he continues, “against those productions, so abundant in the present day, in which the doings of children are dwelt upon as if they were incapable of being interested in anything else.”

In *The Prelude* (1799-1805) there is that satisfying passage (Book Fifth), beginning:—

“ A precious treasure had I long possessed,
A little yellow, canvas-covered book,
A slender abstract of the Arabian tales.”

A little farther on in the poem we read:—

“ . . . Twice five years
Or less I might have been, when first my
mind
With conscious pleasure opened to the
charm

Of words in tuneful order, found them sweet
For their own sakes, a passion, and a
power.”

Wordsworth appreciated the potent magic which children find in a well told tale. Those pretty lines in *The Descriptive Sketches* (1793) are true to life:—

“ But once I pierced the mazes of a wood
In which a cabin undeserted stood;
There an old man an olden measure scanned
On a rude viol touched with withered hand.
As lambs or fawns in April clustering lie
Under a hoary oak's thin canopy,
Stretched at his feet, with stedfast upward
eye,
His children's children listened to the
sound;
—A hermit with his family around ! ”

Peter Bell (1798) is a narrative thoroughly enjoyed by children. For them it is not too melodramatic, nor do the absurdities of a heroic donkey trouble them as they do us. The pitiable condition of the donkey—a beast especially beloved by children—and the search of the “little orphan boy,” both strike deeply home. The stanzas wholly devoted to moralization float mistily by. The Prologue seems to the child to have no connection with the rest of the poem, but unless he is unusually matter-of-fact he will enjoy the Prologue for its own sake. Children have a special fondness for being borne above the trees to the stars in a balloon, a boat, a flying machine, or anything else that is convenient. The *Address to a Child During a Boisterous Winter Evening* (1806) has a similar flowing eagerness of imagination that captivates a poetic boy,—providing he is

not frightened by the "claws" of the blast.

The poet pleads continually for a free and natural childhood. An instance of his strong desire that children should have full enjoyment of the "dawn of life" may be discovered in *The Excursion* (1795-1814), Book Ninth. The Wanderer says of the boys:—

" . . . Sure it is that both
Have been permitted to enjoy the dawn;
Whether regarded as a jocund time
That in itself may terminate, or lead
In course of nature to a sober eve."

By way of contrast, there is the description of the factory child. (*The Excursion*, Book Eighth; *The Prelude*, Book Ninth.)

" . . . —Child as beautiful
As ever clung around a mother's neck.
Decked with refreshments had this child
been placed,
His little stage in the vast theater;
And there he sate, surrounded with a throng
Of chance spectators, chiefly dissolute men
And shameless women, treated and caressed;
Ate, drank, and with the fruit and glasses
played
While oaths and laughter and indecent
speech
Were rife about him as the songs of birds
contending after showers."

Wordsworth was keenly alive to the physical beauty and winsomeness of children:—

" My boy beside me tripped so slim
And graceful in his rustic dress! "

—*Anecdote for Fathers*. (1798.)

" To see a child so very fair
It was a pure delight! "

—*The Two April Mornings*. (1799.)

" . . . and carried in his cheek
Two steady roses that were five years old."

—*Michael*. (1800.)

The Pet Lamb (1807) and *A Jewish Family* (1828) show also his admiration for beautiful children.

The poet is never more tender and overflowing with genuine sentiment than when he tells of the death of little children. He wrote out of an understanding heart *The Two April Mornings*, *The Childless Father* (1800), *Vaudracour and Julia* (1805), and *The Churchyard Among the Mountains* (*The Excursion*, Book Sixth). It is hard to forget Ellen

" Weeping and looking, looking on and weeping,
Upon the last sweet slumber of her child,
Until at length her soul was satisfied."

It is in childhood that Wordsworth finds inspiration time and again.

" . . . A child, more than all the gifts
That earth can offer to declining man,
Brings hope with it, and forward-looking
thoughts;

. . . from the boy there came
Feelings and emanations — things which
were
Light to the sun and music to the wind;
And . . . the old man's heart seemed born
again."

—*Michael*.

Babyhood was to the poet a never-ceasing wonder and delight, and he saw in it much pathos. All his lines—and there are many of them—concerning very little children possess the quality of loving delicacy, coupled with an insight granted to few men. *The Thorn* (1798) seems to be almost unjustifiably painful, yet few of us would care not to have read stanzas XIX and XX. The poem *Her Eyes Are Wild* (1798) shows Wordsworth's knowledge of a mother's pas-

sionate love for her babe. No other poet, so far as I can tell, has succeeded in putting into his verses such unstrained, sincere abandonment of sorrowful affection. This is not a poem to be read aloud, but a sacred tribute to childhood. *The Forsaken Indian Woman* (1798) is but a little less noteworthy. Here the grief is weaker, saner, less impassioned. Among other poems of infancy may be mentioned *The Emigrant Mother* (1802), *The Affliction of Margaret* (1804), and the *Address to My Infant Daughter Dora* (1804), which contains the lines:—

“Thou travelst so contentedly, and sleep’st
In such a heedless peace. . . .”

A child at play is most himself, and Wordsworth took pains to watch him. *The Idle Shepherd Boys* (1800) are active enough in “taking up dares,” and the “three rosy-cheeked schoolboys,” *Rural Architecture* (1800), in building

“A man on the peak of a crag.”

The Beggar Boys (1812) are “joyous vagrants” indeed, but none of them is more lifelike than the baby in *The Kitten and Falling Leaves* (1804). The light playful touch is apparent even in the concluding moral, which in spirit is grim enough.

Wordsworth feels and remembers the distinctive happiness of childhood:—

“And all its aching joys are now no more
And all its dizzy raptures.”

—*Tintern Abbey*. (1798.)

“ . . . that giddy bliss
Which, like a tempest, works along the blood
And is forgotten.”

—*The Prelude*, Book First.

Most important, according to Wordsworth, is the influence of nature upon the child. *The Prelude*, *The Recluse*, *Intimations of Immortality*, and the *Song at the Feast of Brougham Castle* (1807) are conspicuous for beautiful lines.

There may be a question as to the truthfulness of ascribing to children of varying characteristics that refined feeling for the woods and the lake which only a rarely sensitive boy or girl of the pronounced Wordsworthian type can have. One has no fault to find when the lines begin:—

“There was a Boy: ye knew him well, ye
cliffs

And islands of Winander!”

—*The Prelude*, Book First.

But we know how few of our child acquaintances are qualified to play “the pipes o’ Pan.” Most children are happy little animals, glad for the sunshine and the birds, but with minds quite taken up by the play of the moment.

In treating of a child’s love for another child, Wordsworth is, I think, entirely successful. Quarrelsome brothers there are, but thank God for these boys (*The Brothers*—1800):—

“They were such darlings of each other.

Yes,

Though from the cradle they had lived
with Walter,

The only kinsman near them, and though
he

Inclined to both by reason of his age,

With a more fond, familiar tenderness;

They, notwithstanding, had much love to
spare.

And it all went into each other’s hearts.

But whether blithe or sad, ’t is my belief

His absent brother still was at his heart.
 He in his sleep would walk about, and
 sleeping
 He sought his brother Leonard. . . . "

We all know the imperious but fascinating little girl:—

 " While yet a child
 She, 'mid the humble flowerets of the vale,
 Towered like the imperial thistle."

—*The Excursion*, Book Sixth.

A charming picture is presented near the opening of Book Seventh:—

" Rocked by the motion of a trusty ass
 Two ruddy children hung, a well-poised
 freight,
 Each in his basket nodding drowsily."

The Blind Highland Boy (1803) is an excellent narrative for children to hear. No irritating, overweening moral is attached. The story is an unusual one, simply and vividly told. The beginning is comfortably home-like and winning.

The much-debated poem, *We Are Seven* (1798), would appear, after all, to be a perfectly natural view of death as taken by an imaginative child who has lived all her days in a "church-yard cottage." It may be nonsense, as the critics suggest, to suppose that the average child would say, "We are seven." At any rate, here is a study of an uncommon child moving among circumstances uncommon to children. Certainly she is a sweet "little maid." Coleridge doomed the lines to everlasting ridicule, and they have been treated to it thus far; but they will always be loved of the children and the childlike, by reason of the thought of the unity of life, the quaint simplicity of the form, and the lovely portraiture of the child. On the other hand, it is difficult to understand why

Wordsworth used an idiot boy as the subject of a ballad. One is tempted to ask why the poet did not leave the poor lad to the physician and the psychologist. *Lucy Gray* (1799) is another ballad which children like to hear when they are seated around the fire. Wordsworth has well accomplished his avowed purpose of spiritualizing the character of the little girl. Moreover, the two skillful concluding stanzas are a solace to little hearts that have been sorely troubled by the tragedy of the foregoing lines. *Ruth* (1799) is a true child of nature, —one of Wordsworth's rarely beloved "little ones." *The Characteristics of a Child Three Years Old* (1801) has a conventional beauty rather in opposition to the poet's theory of simple diction, yet the child (his own) is wonderfully realized to us who never saw her face. *The Anecdote for Fathers* (1798) is an exquisitely just perception of the butterfly-like thoughts of a happy child out in the sunshine. The usual child will answer almost any question after a fashion, even if he has no opinion in the matter. This boy was evidently embarrassed at being asked to name a preference for one of two places utterly different, each of which he loved, no doubt, for its own beauty. There are in his replies traces of a natural obstinacy and confusion. The obvious moral of the tale—and a good one, too—is that one need not expect from children reasonable answers to questions that are either unreasonable or inopportune. Grown-ups are too ready to amuse themselves over what children say in faltering good faith.

The lines *To H. C.* (1802) are the most wonderful poetic impression of a real child that English literature possesses. The testimony of the brother and friends of Hartley Coleridge make clear not only the accuracy of the description but also of the prophecy. Hartley's father could write the appealing verses entitled *The Nightingale* and *Frost at Midnight*, but not the thirty-three wondrous lines *To H. C., Six years Old*. Dr John Brown well made use of them in his biography of Marjorie Fleming; but they can rightly belong only to that "faery voyager," that "blessed vision," who, when no longer a child, was always "reading, walking, dreaming to himself, or talking his dreams to others."

In making the circuit of Wordsworth's thoughts on childhood, it is good to end, as it was good to begin, with the *Intimations of Immortality*. Men and women differ in the vividness of their recollections of childhood. Those who are fortunate enough to remember many of the pleasures and disappointments of their "golden age" cannot fail to be impressed with the truth of the poem in its general application. It is not that grown-ups cannot appreciate a flower, an odor, a mountain, much more understandingly than they used to do; it is this very knowledge that takes away the glamour of the thing beheld. The rainbow scientifically considered cannot mean so much as a rainbow potted in gold. During childhood the wind is human, speaking, perhaps full of terror; later it is more frequently a nuisance. Let the

memories of one's childhood be carefully sifted through, and it will become apparent that we can never again rise care-free, with minds intent only on endless play. But it is not Wordsworth's purpose to place the joys of childhood above all other joys; he is merely considering the nature and the fullness of a bliss that is unbounded when lessons are out of the way; a bliss weakened by no untoward yesterdays and no worrisome to-morrows. "Shades of the prison-house begin to close upon the growing boy" as soon as he comes into an enjoyment of team-play. This does not imply that the poetry is going out of his soul, but simply that the reign of reason is coming in. The radiant world of fantasy is fading into the light of common day.

Arnold may find strophe VII "declamatory," but it is doubtful whether he ever came across another description so compressed, so apt, of "a six years darling of a pigmy size."

We may be unable to call a child a philosopher, since his reason is immature; yet perception or intuition has its own importance. A child's simple, heart-and-soul methods of work and play and his concentration on the work in hand (if the work is to his liking) show an unconscious, untrammelled nature. Certainly the child, who cannot sin in any proper sense of the term, may easily seem to his elders the possessor of a calm, thorough philosophy; but this very calm is a trustful ignorance.

"O joy! that in our embers
Is something that doth live."

That "something" is the old familiar trust in God. The child, so Wordsworth would have us believe, is the latest comer from a God of love; therefore we should prize this child accordingly, and learn from him to love and to live—simply. He should be to us a thing of unconscious joy, and affection, and purity;—the ever-present miracle of human existence.

• **Wordsworth's Epitaph in St. Oswald's Church, Grasmere.**

To the Memory of
William Wordsworth
A true philosopher and poet
Who, by the special gift and calling of
Almighty God
Whether he discoursed on man or nature
Failed not to lift up the heart
To Holy Things,
Tired not of maintaining the cause
Of the poor and simple;
And so, in perilous times was raised up
To be a chief minister, not only of noblest poesy,
But of high and sacred truth.

RECENT LITERATURE.

BOOK REVIEWS.

THE GOLDEN WINDOWS. A Book of Fables for Old and Young. By Laura E. Richards. Little, Brown & Co., Boston. \$1.50.

Ripe fruits from a sound tree, each one plucked at its own particular moment of perfection, are to be found in this richly loaded basket. One feels like standing in the market-place and crying: "Come buy! Come buy!" for they are good food for heart and soul. Many of the fables are of a spiritual nature, touchingly beautiful to the adult reader. Many are fables for the child heart, wholesomely simple and clear. It is a book of beautiful ideals expressed in language at once terse and fair. Arthur E. Becher is to be credited with the full page illustrations. The cover design and chapter initials are the work of Miss Julia E. Richards, and show richness of fancy and a true hand.

HOWE'S HANDBOOK OF PARLIAMENTARY USAGE. By Frank William Howe. Hinds & Noble, New York. \$0.50.

By a surprisingly clever arrangement of

print and cut leaves, this slim, modest handbook puts before us, at a glance, the whole subject-matter of practical parliamentary law when the book is opened at the middle. By a shift of the finger all the rules, exceptions and quotations bearing on each particular motion may be brought into view, so that the book serves as an "instantaneous arbitrator" in the conduct of a business meeting. Important verifications in the authoritative manuals of Cushing, Robert, Reed, and Palmer are designated by numbered paragraphs. Only by actual inspection can the "everything in sight" peculiarity of the book be made clear.

PRACTICAL AND ARTISTIC BASKETRY. By Mrs. Laura Rollins Tinsley. E. L. Kellogg & Co., New York. \$1.00 net.

Do not give children work that is too hard, and do not give them too much work to do, says Mrs. Tinsley. Imported materials are easily obtained; but if necessary we can find various materials in the fields and woods of our own locality. The directions for work, as given

in the book, are easily understood, and the pictured stitches are equally clear. Artistic color is insisted upon, however simple the object made, and the pictures show the same to be true as regards shape. Practical and artistic basketry can be claimed as a rightful naming of the subject of which this little volume treats.

BLACKBOARD DESIGNS. Drawn by Margaret Webb. Introduction by Amos M. Kellogg. E. L. Kellogg & Co., New York. \$0.50.

The introduction gives directions for making blackboard copies of the pictures in the book. The pictures include about sixty scenes, which have to do with monthly calendars, holiday celebrations, patriotic days, the seasons, etc.

THE HEART OF NATURE SERIES. I. STORIES OF EARTH AND SKY; II. STORIES OF PLANTS AND ANIMALS; III. STORIES OF BIRDS AND BEASTS. By Mabel Osgood Wright. The Macmillan Co., New York.

Tommy-Anne, who is a little girl, a lover of out-of-doors and eager to know "all the *whys* and *whats* and *because*s of things," receives from Heart-of-Nature a pair of magic spectacles. Wearing these she is enabled to see and hear many wonders. In *Stories of Plants and Animals*, the wonders are particularly those of the nearby,—the flowers and ferns, the bees and butterflies, and the "little beasts near home." In *Stories of Earth and Sky*, the "winds of night" and the moon talk to Tommy-Anne; and a lump of coal, the kindling wood, a stone arrowhead and some other things tell their stories also. These books are decidedly informational, but there is some beauty and some spice in the narratives; and, besides showing a "reason why," they teach that the pass-word between man and nature, as between man and man, is "brotherhood." The third volume of the series contains instructive talks about "citizen bird," and about the buffalo, wolf, seal, beaver, and other animals. The treatment is less imaginative in this volume than in the other two. All three need, as do any "nature readers" a great deal of first-hand acquaintance with nature as preliminary and accompaniment to the reading of them.

LAURA BRIDGMAN, DR. HOWE'S FAMOUS PUPIL, AND WHAT HE TAUGHT HER.
By Maud Howe and Florence Howe

Hall. Little, Brown & Co., Boston. \$1.50 net.

This account is a substitute for the one which Dr. Howe himself never found time to write, although he cherished the idea for years. Written now by two of his daughters, it is perhaps more interesting to the general public than his own account would have been, because it sets the story of Laura Bridgman and her education within the larger story of Dr. Howe's own life, the life of a hero and philanthropist. Dr. Howe, although not the founder of the first institution for teaching the blind in America, was its faithful developer from its feeble beginning in his young manhood, when, as he said, "the infant institution crept on all fours," to the end of his long life when it had grown to the great Perkins Institution, occupying a commanding position before the world. Dr. Howe's teaching of the blind began in 1832. In 1837, Laura Bridgman, then seven years old, was committed to his care. He had thought of the problem that the education of a deaf and blind child would present, and his mind was set on working it out. How he heard of Laura, how he sought her out, and his first impressions of her, form an interesting tale. How he began teaching her arbitrary language; what exalted joy they both felt at the supreme moment when she awoke to the knowledge that the means of communication with her fellow creatures was being put into her hands; how ardently he longed that her religious nature might have its free natural unfolding, and how his plans for this were marred by ignorant but well-meant interference; how Laura's intellectual progress and general life training went steadily forward;—all this makes marvelously interesting reading not only for the educator, but for anyone.

As Prof. E. C. Sanford says, the case of Laura Bridgman "has become a classic in psychological literature." This book brings together in convenient form much material not otherwise available, but it will do its best service to the serious student if it leads him to a diligent study of Dr. Howe's own reports, for they are teeming with educational wisdom, only a small part of which is as yet lived up to.

An appendix furnishes part of an article by Prof. E. C. Sanford on the writings of Laura Bridgman, and this is followed by a set of elucidating notes from Dr. Howe's reports. There is an index, and John Elliott has made six illustrations, most of them portraits.

EUROPE ON \$4.00 A DAY. By a Rolling Stone. The Rolling Stone Club, 30 National Bank Building, Medina, N.Y. \$0.25.

This lively booklet tells how two people made a seventy-five days' trip abroad for three hundred dollars apiece, without sacrifice of dignity or comfort, and without skimping in fees or drives. For those wishing to make an independent tour of this kind, the small sum expended for the booklet will give large returns.

BOOKS RECEIVED.

GINN AND COMPANY, BOSTON. The Middle Ages. Part I. By Philip Van Ness Myers. \$1.10.

Report of the Commissioner of Education For the year 1902. Vol. II.

JOHNSON'S BOOKSTORE, SPRINGFIELD, MASS. Stories of Earth and Sky. Stories of Plants and Animals. Stories of Birds and Beasts. By Mabel Osgood Wright. The Macmillan Company.

HINDS AND NOBLE, NEW YORK. Handbook of Parliamentary Usage. By Frank William Howe. \$0.50.

L. HELM, 312 W. 54TH ST., NEW YORK. Spring Song. May Song. I've a Little Dog at Home.

EDUCATIONAL READINGS FROM RECENT PERIODICALS.

ABUSES OF PUBLIC ADVERTISING. By Charles Mulford Robinson. The Atlantic Monthly. March.

PEDAGOGICAL DEFECTS OF THE SUNDAY SCHOOL. I. By Frederick E. Bolton. Education, March.

THE GROWTH OF THE PUBLIC HIGH SCHOOL SYSTEM IN THE SOUTHERN STATES AND A STUDY OF ITS INFLUENCE. By Wm. T. Harris. Educational Review, March.

THE EDUCATION OF LINCOLN. By Hamilton W. Mabie. Outlook, Feb. 20.

IN MEMORIAM.

LUCRETIA WILLARD TREAT, FEBRUARY 16, 1904.

"What God gives He never recalls; friends once ours are ours forever. Their bodily presence may be taken from us, but God gives them back to us, in glorified spiritual presence, to abide forever in our hearts as in a shrine."

"Men at her side
Grew nobler, girls purer, as through the
whole town
The children were gladder that plucked at
her gown."

—E. B. Browning.

THE sudden death of Mrs. Lucretia Willard Treat, which occurred at Grand Rapids, Mich., February 16, from heart failure, causes widespread sorrow, for it removes one who was the friend and lover of all chil-

dren, a teacher, helper and confidante of girls, a counselor and co-worker with men in high callings and a source of inspiration to all who knew her. Her activities were not centered alone upon the duties of her school, although that, of course, was paramount, but she was ever ready to give her service and helpfulness wherever needed and with no thought of recompense or reward.

Mrs. Treat was born in Medina,

Ohio, July 1, 1838. Her early life was spent on the Hudson, and it was probably during this period, with much of the time spent out of doors, that there were laid the foundations for the strong and beautiful character found in the mature woman.

June 30, 1858, she was graduated from Troy Female Seminary, which was founded by her grandmother, Madam Emma Willard. For a short time after graduation, Miss Willard taught literature and history in Jackson, Mississippi. Then she accepted a position in the Terre Haute Female Seminary, which she occupied until her marriage, September 8, 1863. To the memory of her four children, who all died in infancy, was erected her strong life-work as an interpreter and advocate of the Froebelian theories in the kindergarten.

Mrs. Treat acquired her kindergarten training under the direction of Miss Susan E. Blow. She was graduated from the St. Louis public school kindergarten department, October 14, 1879. The first six years of her kindergarten teaching were passed in St. Louis, from which place she went to Chicago to engage in work with her cousin, Virginia Sayre, in a private school. Later she became director of the kindergarten department of The Loring School. It was during her residence in Chicago, that she became associated with Miss Elizabeth Harrison in establishing the Chicago Kindergarten College.

Perhaps the work for which Mrs. Treat was best known was that in the Grand Rapids Kindergarten Association and Training School which she

established, and which, with the assistance of Miss Clara Wheeler, secretary, and an able force of teachers, has experienced a constant growth.

This work was done in a quiet, modest and unostentatious way, Mrs. Treat meanwhile giving her time and talents to the service of other causes whenever circumstances and occasion permitted. Her remarkable spiritual and intellectual force, her strong wholesome individuality and her broad sympathies have had much to do with creating and maintaining the high character of the school and the excellent influence which has gone out from it. She entered upon this work thirteen years ago, and since that time many pupils from every part of the United States have found it a rare privilege to come in contact with a life so noble and so inspiring.

Mrs. Treat was also the organizer of the Froebel Club in Grand Rapids, and only the day before her death she attended a meeting of the club, in addition to her usual duties at the training school.

Mrs. Treat did much toward establishing and strengthening kindergarten training schools in many parts of the United States, and was well and favorably known as a lecturer on kindergarten subjects. For a number of seasons she had been one of the lecturers and teachers in the Bay View summer school.

Although her influence was felt in national as well as in local educational circles, probably her greatest work was among the young women she gathered about her in her own training school. It was here that

Mrs. Treat showed best her ability as an educator and a motherly friend. Because of her intellectual attainments, force of character, and clear discernment of human nature, she was a tower of strength as a teacher; and through her spiritual interpretation of the Mother Plays, it was given to her to shape many a life with the skill of a master.

The funeral service was held at the residence of Mrs. Gerald FitzGerald, No. 100 Jefferson avenue, and was most beautiful and impressive. It was, in fact a memorial rather than a funeral service. The house was filled with Mrs. Treat's friends, pupils and associate teachers, and it was quite like an assembly of one big family sharing a common loss and sorrow.

The service was conducted by the Rev. J. Herman Randall. *Nature's Easter Song*, a kindergarten song which was one of Mrs. Treat's favorites, was sung by the entire training school of over fifty students. Two students also sang *Holy Night*. Mr. Randall spoke very beautifully of Mrs. Treat, of her work and her influence, and then called upon a number of her co-workers.

Miss Hofer of Chicago spoke in behalf of "Mrs. Treat's Girls," of whom she was one of the first. She emphasized the sense of spiritual motherhood which endeared young girls to her and made her influence so strong and helpful. She said that the secret of Mrs. Treat's success was that great love and virtue which makes the whole world kin.

Mrs. Margaret Andrews, president

of the Froebel Club, spoke of Mrs. Treat's helpfulness among mothers, and her wise guidance in the study of the child nature, also of the good work which had been done by the club through Mrs. Treat's influence, and of the mothers who had been helped and inspired by her interest in their behalf.

Mrs. Sherwood Hall, president of the Ladies' Literary Club, told of the value of her work in the club. Joy and growth, she said, were two things for which Mrs. Treat's life stood.

Superintendent of Schools William H. Elson spoke of Mrs. Treat as an educator. He said that not only in this city was she known and loved, but she met upon an equal footing great educators throughout the country. He spoke of her strong, wholesome mind, and her unusual intellectual gifts, her broad grasp of literature, her knowledge of the science of education, and the power with which she inspired others to intellectual attainments.

Mr. Randall then spoke of Mrs. Treat as a woman, and emphasized particularly her great spiritual motherhood and her love which reached out to all humanity. He said that after the death of Mrs. Treat's husband and children, when she was left desolate, with all she loved gone, she went to the superintendent of schools in St. Louis, then her home, and asked his advice in seeking something to fill her empty heart and life. He suggested the kindergarten, which was then comparatively new, and Mrs. Treat found in her chosen work

the opportunity for which she was fitted, and she gave the great gifts of her heart and mind to this work, and to all persons with whom she came in contact. "Death," he said, "is not the end, but only an incident in life. Mrs. Treat has passed on to larger opportunities and greater work; and her influence here still lives among us, and is a help and inspiration."

At the close of the prayer which followed Mr. Randall's remarks, the entire assembly sang *Nearer my God to Thee*. The burial took place at Medina, Ohio.

A TRIBUTE

Alone, she came and went among us; alone, but not apart, secluded but not excluded. Homeless, she had a

home in hearts of every state. Bereft of kindred and fortune, of husband and child, she deepened our bonds of love and toiled bravely for her daily bread. She lived for our children and with them; now she has gone to live with her own. Of lofty ideals, with unswerving faith in God, her Father, and in man, her brother, she moved with dignity—gray-garbed, erect, responsive, generous. To be strong and sweet and sane is not granted to all, but it was to her; an inspiration to youth, an evidence to maturity, for she was "not disobedient to the Heavenly vision."

And to her, in dark of night, suddenly, swiftly (as she had prayed), came the bidding, "Friend, come up higher."

So she is gone.

A. L. H.

ADVANCE PROGRAM.

ELEVENTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN UNION, ROCHESTER, N. Y., APRIL 27, 28, 29, 1904.

HEADQUARTERS, POWERS HOTEL.

MISS ANNIE LAWS, *President*.

MISS LUCY H. SYMONDS,
First Vice-President.

DR. JENNY B. MERRILL,
Second Vice-President.

MISS EVELYN HOLMES,
Recording Secretary.

MISS STELLA WOOD,
Cor. Secretary and Treasurer.

MISS GEORGIA ALLISON,
Auditor.

LOCAL COMMITTEE.

Miss Ada Van Stone Harris,
General Chairman.

Miss Martha E. Brown,
Corresponding Secretary.

Miss Mary P. Milliman, *Chairman*
Entertainment Committee.

Miss Helen W. Orcutt, *Chairman*
Headquarters Committee.

Col. Samuel P. Moulthrop, *Chairman*
Finance Committee.

Mr. Richard A. Searing, Chairman
Transportation Committee.

Mrs. Albert Eastwood, Chairman
Excursion Committee.

Miss Kate Saunders, Chairman,
Hospitality Committee.

Mrs. Adele E. Brooks, Chairman
Press Committee.

Miss Emma Case, Chairman
Decoration Committee.

Miss Martha E. Brown, Chairman
Printing and Receiving Committee.

The Rochester Board of Education and the Rochester Kindergarten Association extend greetings and a cordial invitation to the members and friends of the International Kindergarten Union for the eleventh annual meeting, April 27, 28, 29, 1904.

CONFERENCE OF TRAINING TEACHERS AND SUPERVISORS.

Tuesday Afternoon, April 26, Two o'clock.

Mechanics Institute, Assembly Hall.
Chairman—Miss Nina C. Vandewalker, Normal School, Milwaukee, Wis.

Practice Teaching in Kindergarten Training.

1. Practice Teaching as Seen by the Kindergarten Director.

Report on Part I of Questionnaire.
Miss Ruth E. Tappan,
Pittsburgh, Pa.

DISCUSSION—

Miss Mary C. McCulloch,
St. Louis, Mo.

Miss Cynthia P. Dozier,
New York.

2. Practice Teaching from the Training Teachers' Standpoint.

Report on Part II of Questionnaire.

Miss Mina B. Colburn,
Cincinnati, O.

DISCUSSION—

Miss Bertha Payne,
Chicago, Ill.

Tuesday Evening, Eight o'clock.

1. The Graduate's View of Practice Teaching.

Report on Part III of Questionnaire.
Miss Alice E. Fitts,
Brooklyn, N. Y.

DISCUSSION—

Miss Geraldine O'Grady,
New York.

2. The Junior Year without Practice Teaching.

Report on Part IV of Questionnaire.
Mrs. S. S. Harriman,
Chelsea, Mass.

DISCUSSION—

Miss Amalie Hofer,
Chicago, Ill.

OPENING SESSION.

Wednesday Morning, April 27, Ten o'clock.

East High School Assembly Hall.
Invocation, Rev. Paul Moore Strayer.
Address of Welcome,
Dr. Rush Rhees,
President University of Rochester.

Response.

Reports of Delegates.

Reading of Foreign Letters.

Appointment of Committees.

EXCURSIONS, ETC.

Wednesday Afternoon.

Board and Committee Meetings.

Excursions and Entertainment
to be announced later by the
Local Committee.

PUBLIC SESSION.

Wednesday Evening, Eight o'clock.

(Place to be announced later.)

A Word of Welcome,

Mrs. W. A. Montgomery,
Commissioner of Education,
Rochester, N. Y.

Greetings from Department of Kindergarten Education of the National Education Association,

Dr. Jenny B. Merrill,
President of the Department.

Address—Stages in Moral Growth,

Dr. Richard G. Boone,
Yonkers, N. Y.

Address—Kindergarten: The Right and Wrong of it,

Miss Anna Williams,
Philadelphia, Pa.

Address, President Thwing, Western Reserve University, Cleveland, O.

PARENTS' CONFERENCE.

Thursday Morning, April 28, Nine-thirty o'clock.

East High School Assembly Hall.
Chairman, Mrs. M. B. B. Langzettel,
New York city.

Has the Time Come When Education Should Prepare for Parenthood?

Address,

Mrs. Andrew MacLeish,
Chicago, Ill.,

Former President of Rockford Woman's College.

Woman's Clubs,

Mrs. Robert Hoe Dodd,
President of Woman's Child-Study Club, Montclair, N. J.

Home-Making Classes,

Mrs. Margaret Stannard,
Garland Training School,
Boston, Mass.

Kindergarten Centers,

Mrs. James I. Buchanan,
Pittsburgh, Pa.

ROUND TABLE.

Thursday Afternoon, Two o'clock.

East High School Assembly Hall.

Chairman, Miss Emilie Poulsson,
Leicester, Mass.

Story, *The Two Paths,*

Miss Maud Lindsay, Tuscumbia, Ala.

Address, *Child Types in Literature,*

Rev. A. A. Berle, Boston, Mass.

Address, *The Co-operation of Librarian and Kindergarten,*

Miss M. E. Hazeltine, Prendergast Library, Jamestown, N. Y.

Story, *Wishing Wishes,*

Miss Maud Lindsay, Tuscumbia, Ala.

RECEPTION.

Thursday Evening, Eight o'clock.

BUSINESS MEETING.

Friday Morning, April 29, Nine-thirty o'clock.

Short Reports from Committees on Training, Parents' Conference, Literature, Magazine and Library Propagation, Finance, Publication. Report of Froebel Memorial House Committee.

Chairman, Mrs. Maria Kraus-Boelte.

Report of Committee of Fifteen.

Chairman, Miss Susan E. Blow.

Election of Officers.

Plans for Coming Year.

Unfinished and Miscellaneous Business.

CLOSING SESSION.

Friday Afternoon, Two o'clock.

East High School, Assembly Hall.

Introductory Remarks by Clarence F. Carroll, Supt. of Schools, Rochester.

Three minute addresses from Miss Susan E. Blow, Miss Laura Fisher, Madam Kraus-Boelte, Mrs. Alice H. Putnam, Miss Lucy Wheelock, Dr. Jenny B. Merrill, Miss Elizabeth Harrison, Miss Fanniebelle Curtis, Miss Emilie Poulsson, Miss Caroline T. Haven, Mrs. Mary Boomer Page, Miss Nora A. Smith, Miss Patty Hill, Miss Harriet Niel, Miss Mary C. McCulloch, Miss Alice E. Fitts, Miss Josephine Jarvis, Miss Lucy H. Symonds, Miss Bertha Payne, Miss Anna L. Howe, Mrs. James L. Hughes and others.

GENERAL ANNOUNCEMENTS.

In order that proper arrangements may be made it is very important that each person who expects to be present at any of the meetings of the International Kindergarten Union will notify, as early as possible, the Corresponding Secretary, Miss Martha E. Brown, 56 Rowley Street, Rochester, N. Y.

The public school kindergartens will be open to all visitors during the entire session except Friday afternoon.

The Mechanics' Institute has very cordially opened its doors to the International Kindergarten Union, and the members will find there an attractive, comfortable room where they may go to rest, write or visit. There will be some one always in attendance to give any information desired.

Luncheon and supper may be procured in the dining room at very moderate prices.

The Local Committee urges that the following be carefully read by each person who proposes attending the meetings and that the details be noted and carefully acted upon.

Attention is particularly called to

1. The need of securing hotel accommodations early, as they are limited.

2. The closed session arranged for by the executive committee of the International Kindergarten Union for Supervisors and Training Teachers ONLY.

For additional information as to fares, rooms and board, address Miss Martha E. Brown, 56 Rowley Street, Rochester, N. Y.

RAILROAD TRANSPORTATION.

The various passenger associations of the railroads operating in the New England, Eastern, Middle and Western States, also in the Southern States which are east of the Mississippi river, have granted the usual concession to delegates and others attending the convention, of one and one third regular fare for the trip to Rochester and return. To secure this reduced rate, the following conditions must be strictly observed:—

1. Tickets from starting point to Rochester (one way, not return) may be purchased from April 22 to April 28.

For this ticket (one way) full first class fare will be charged. When buying the ticket the purchaser must procure from ticket agent a certificate, which must be signed by purchaser and ticket agent, and which will entitle her to purchase ticket for

the return journey from Rochester at reduced rate. If the ticket agent at starting point has no such certificates on hand, he will advise the delegate as to the nearest point at which certificate can be issued, and the delegate in that case should purchase a local ticket to such point, and there procure ticket to Rochester and certificate.

Timely notice should be given to ticket agent at starting point, of delegates' intentions, so that through tickets and certificates may be ready when required.

2. On arriving at the convention, the certificate must be handed, as promptly as possible, to Miss Evelyn Holmes, Recording Secretary of the I. K. U., who will countersign it; and the certificate must then be presented to the special agent of the railroads, to be viséd by him. The special agent will be in attendance for this purpose.

3. On presentation of the certificate (duly viséd by the special agent), to ticket agent in Rochester of the road over which the delegate arrived, a ticket for the return trip can be purchased at one third regular fare. This return ticket at reduced rate must be purchased not later than May 3, and it is essential that the certificate, viséd by special agent, be presented to ticket agent, otherwise no reduction from regular rate will be made. The certificate will have to be again signed by holder when procuring return ticket.

4. The return journey must be made over the same route as used in coming to Rochester, and no stop-

over privileges will be allowed on same.

5. The reduction in rate will only apply from points from which the fare paid to Rochester is not less than 75 cents.

6. A charge of 25 cents will be made by the railroad special agent for viséing each certificate as explained above.

7. The certificates are not transferable, and a guarantee has been given the railroads to redeem at full fares any return tickets procured by persons in attendance at this meeting that may be found to have been transferred, misused, or offered for sale.

Please note very carefully and conform to the above rules.

HOTEL ACCOMMODATIONS.

Every application which can be made directly with hotels should state whether a single or a double room is required, with or without bath, the length of time the room will be needed, and the price the applicant wishes to pay.

Powers Hotel is the headquarters of the officers. The number of rooms at the disposal of the I. K. U. is limited, but many of the rooms are large and can accommodate comfortably from two to four persons if any group of people wish to make such an arrangement.

The rates (European plan) for Powers Hotel:—

Single room with bath, per day, \$2.50-\$3.00.

Single room without bath, per day, \$1.50-\$2.50.

When two or more persons will occupy one room the rates will vary from \$1.25-\$2.50 per person, depending on whether the room is with or without a bath and also upon the size and location.

Meals may be obtained at all times in the Powers Café.

Other hotels conveniently located which will give accommodations are:—

Whitcomb House, \$2.00-\$3.00 per day.

Osburn House (American plan), rate \$2.00-\$3.00 per day. (Rooms with or without bath.)

The Davenport, single room \$1.50 per day.

The Davenport, two in room, \$1.25 per day each.

Jackson Hotel, \$0.50-\$1.00 per day (European plan).

As hotel accommodations are limited, applications should be sent in at an early date.

Table board and lodgings may be secured in excellent boarding houses or private families at reasonable rates.

EXCURSIONS.

Wednesday Afternoon, Two o'clock.

The Rochester Kindergarten Association has arranged a coaching trip about the city and through one or more of the city parks, for all officers and delegates. The party will leave Asbury Church immediately after the luncheon at two o'clock.

SOCIAL ARRANGEMENTS.

Tuesday Evening, Six to Eight o'clock.

The Woman's Educational and

Industrial Union will entertain the visiting supervisors and training teachers.

Wednesday, Twelve-thirty o'clock.

The Association of Officers of Mothers' Clubs will serve luncheon to all officers and delegates at Asbury Church. Special cars will be at the corner of Alexander street at the close of the morning session leaving there at 12.15 sharp to carry guests to this luncheon.

Wednesday, Four-thirty o'clock.

The Board of Managers of the Mechanics Institute will serve tea to all officers, delegates and members.

Thursday Afternoon.

Mrs. William S. Kimball will open her private art gallery for inspection to all officers and delegates.

Thursday Evening, Eight o'clock.

Reception by the trustees and faculty of the University of Rochester at gymnasium building to the officers, delegates and members of the International Kindergarten Union.

DIRECTORY OF PLACES OF MEETING.

Powers Hotel, Headquarters, is located in the central part of the city, on Main street, and is reached by nearly all car lines. There will be an information bureau here for the convenience of arriving delegates and members.

Registration Headquarters will be at East High School building on Alexander street, near Main, and can be reached by several car lines.

Directories of Rochester Kindergartens and all information not yet announced, can be secured at head-

quarters, during the week of the convention.

NIAGARA FALLS.

Arrangements have been made with the New York Central Railway Company for an excursion to Niagara Falls by special train which will leave the Central Hudson station Saturday morning, April 30, at 8.15 o'clock, running directly to the Falls, reaching there at 10.30.

Upon arriving at the Falls the party will proceed directly to the plant of the Natural Food Company, who have very generously extended to the I. K. U. an invitation to inspect their works and also to accept their hospitality at lunch at 12 o'clock.

At one o'clock special cars will be in waiting at the plant of the Natural Food Company to take as many of the visitors as desire to go for a trolley ride over the International Railway, across the upper Suspension Bridge, down the Canadian side by the Brock monument, across the lower bridge to Lewiston, and return via the Gorge route to Prospect Park, arriving there about 2.30.

From 2.30 until 5.30 the party will scatter and visit such points of interest as the individuals may desire. At 5.30 the entire party, or as many as wish, will assemble at the Hotel Imperial for dinner, and leave on the special train for Rochester at 7

o'clock, arriving in this city at 9 P. M.

Tickets for the round trip to Niagara Falls will be placed at \$1.25. Special reduced rates will be secured for the trolley ride and for the other attractions, including a visit to the Power Plant, Cave of the Winds, a trip on the Maid of the Mist, and such other attractions as may be available at that season of the year.

The attention of kindergartners and members of branches is called to the clause in the constitution about nominations:—

ARTICLE V.

Section 3. At each annual meeting a nominating committee shall be appointed by the executive committee the duty of which shall be to prepare a list of officers to be balloted for at the next annual meeting. The nominations of this committee shall be transmitted to the corresponding secretary three months before the annual meeting and by the secretary to all branches of the Union. Branches may recommend any other person or persons for any of the offices, and such recommendations must be sent to the secretary one month before the annual meeting. The secretary shall then prepare the ballot for use of the convention with names of all nominees printed thereon, and such ballot shall be the official ballot.

NEWS ITEMS.

The New York Kindergarten Association opened its twenty-fourth kindergarten January 4, in the Italian Settlement, 129 Thompson street, with Miss Thurston as Principal and Miss Nickerson, assistant.

At a recent meeting of the Portsmouth (O.) Free Kindergarten Association, a check for \$500 was received from Mr. Simon Labold, as a memorial to his late wife. Mrs. Labold was a member of the advisory board and did much to further the interests of the kindergartens already established. The fund given is to be placed in the hands of trustees, and called "The Lena Reisman Labold Memorial Fund." To this Mr. Labold will add five hundred dollars annually, so long as the free kindergarten work is conducted as heretofore, by voluntary contributions of its various patrons. This money will enable the kindergarten association to establish another kindergarten in East Portsmouth, where it is badly needed, and would long ago have been established but for the reason that the requisite funds were not available. Mr. Labold's generosity will not only make it possible for the association to have under its jurisdiction other kindergartens, but will also aid in strengthening the two now in progress.

The Mothers and Teachers' Association of Newton Center, Mass., met in the kindergarten department of the Rice school-house March 2, and listened to an address on *The Education of Boys* by Frank E. Parlin, superintendent of schools at Quincy. The meeting was a public one, and many parents not identified with the association were present.

At the business meeting of the Muncie (Ind.) Free Kindergarten Association held February 26, at the home of the president, Mrs. Elmer Whiteley, the following officers for the coming year were elected: President, Mrs. Whiteley; vice-presidents, Mrs. Charles Galliher, Mrs. W. S. Richey, Mrs. Anna Mavity, Mrs. T. F. Rose, Mrs. George Hartley; recording secretary, Mrs. A. C. Stouder; financial secretary, Mrs. Harriet McCulloch; treasurer, Mrs. Edward Olcott; chairman, kindergarten committee, Miss Anna Goddard.

A kindergarten department in connection with the South Side school, Herkimer, N. Y., was opened February 15, in charge of Miss Gennette Van Gorden. The kindergarten room in the North Side school is in charge of Miss Emily R. Stout.

The Jenny Hunter Alumnae Association held a spring meeting at the Normal College, 68th street and Lexington avenue, New York, on Saturday, March 5. Miss Keith gave a blackboard talk with artistic illustrations and practical hints for reproducing them. Miss Runyan made a few suggestions as to the kind of spring stories to tell in the kindergarten and then told in a delightful way the story of the Princess who lived on a Glass Hill, and the story of Proserpine. The Junior class of Miss Hunter's Training School sang a wind song. After Froebel's Hymn had been sung by all present, the meeting adjourned.

A class for mothers was opened in the kindergarten rooms of the Universalist church, at Muncie, Ind., February 8. The course of study is under the direction of Miss Monegan, supervisor of the free kindergartens of the city and will embrace such topics of vital interest to mothers as are suggested by Miss Blow's translation of Froebel's *Mother Play* book. The course will consist of six lessons.

The following is the program for the Mothers' Association of Grace Congregational Church, South Framingham, Mass.: April 6, *How can Mothers and Teachers help each other?* Mrs. W. B. Chamberlin; May 4, Question Box: *Anxieties*, Mrs. D. R. Woodward; June 1, Reception to the Children, Mrs. W. A. Kingsbury, Mrs. G. M. Amsden, Mrs. J. P. Freese, Mrs. A. C. Ralph, Mrs. L. W. Bridges; October 5, *Teaching the Song of Life*, Mrs. C. H. Daniels; November 2, *The Individuality of the Child*, Mrs. C. A. Washburn; December 7, *Bedtime Hour and Lullabies*, Mrs. G. M. Amsden; January 4, 1905, Annual Meeting.

The Board of Managers of the Louisville (Ky.) Free Kindergarten Association gave a "picture reception" on Wednesday

and Thursday afternoons, February 10 and 11, from 3 to 5, and on Saturday, February 13, from 10 in the morning to 6 in the afternoon, at 925-927 Fourth avenue. The purpose of the exhibition was to arouse the interest of children in art, and the posters which were loaned by an Eastern firm were copies of Lucy Perkins' Mother Goose series, Cecil Alden's barnyard scenes and other charming scenes for decoration in nurseries, kindergartens and primary schools.

Members of the Lucy Wheelock Kindergarten Alumnae, Boston, gave a vaudeville entertainment on Thursday evening, February 25, at Huntington Chambers Hall, for the benefit of the South Bay Union kindergarten. The entertainment had many pleasant features including songs, dances, a violin solo, and a farce entitled *The Trouble at Satterlee's*.

The Springfield (Mass.) Kindergarten Club held a sale of neckwear and candy at the Teachers' Club rooms, March 19, for the benefit of the kindergarten department of the Ferry Street Girls' Club. On March 23, a delightful entertainment in the form of an evening with Hans Christian Andersen's stories was given by Miss Marie L. Shedlock of London, in the Y. M. C. A. Hall under the auspices of the club.

Dr. Jenny B. Merrill has been invited to address the International League of Women which meets in Berlin this year, June 14-16. Her duties as supervisor of the New York public kindergartens and president of the kindergarten section of the N. E. A. will prevent her acceptance.

The Newton (Mass.) School Committee have voted to establish a kindergarten in the Hamilton School, Newton Lower Falls, at less than \$1,000 cost.

Miss Euphemia Christie of the Wheelock Training School, Boston, is to open a kindergarten at Ossipee, N. H.

The Mothers' Club of Lockland, Ohio, has opened a free kindergarten at the Lockland public schools. About forty children are enrolled under the charge of Miss Joebell Stuart. The Mothers' Club furnished the apartments and the kindergarten will be maintained by the Lockland Board of Education.

The work of the South Carolina Kindergarten Association at Charleston, is growing encouragingly. In addition to the free kindergarten at the corner of Queen and Church streets, maintained by the association, another free kindergarten was opened

in March at the corner of Cooper and Aiken streets.

A second kindergarten was opened at York, Pa., February 23, with twenty-eight children in charge of Miss Leora Breen.

The final adjustment of the schedule of distribution of the \$160,000 half-yearly increase, effective June 1, 1904, in the salaries of the teachers of the public schools of Philadelphia, was settled by the Special Committee on Salaries of the Board of Education, February 27. With few exceptions, the schedule, as it was ordered to be reported by the committee, is the same as the board presented last year to Councils, on which Councils granted the increase in the 1904 appropriation. The exceptions were obligatory upon the board by reason of being incorporated by Councils in the appropriation bill, and cover increases to salaries of principals of elementary schools and kindergartens not originally scheduled by the board. In the kindergartens the old salary schedule commenced at \$350 and the maximum was \$400. Under the revised schedule of June last the maximum was raised to \$470. Provision is now made that all teachers having morning classes only shall receive an additional increase of \$20 yearly for five years, making the maximum salary \$570, and all teachers having morning and afternoon classes shall receive \$30 additional each year for five years, making their maximum salary \$770.

The Lucy Glover kindergarten of the Travis Park Methodist Church, San Antonio, Tex., will shortly observe its first anniversary, and a delightful celebration of the event has been planned by its originator, Mrs. J. W. Moore.

KRAUS ALUMNI KINDERGARTEN ASSOCIATION.

At the January and February meetings of the Kraus Alumni Kindergarten Association which were held as usual at The Tuxedo, Madison avenue and 59th street, Dr. Nathan Oppenheim was the speaker. Dr. Oppenheim is neurologist for the defective children on Randall's Island and his large experience and earnestness as a speaker added force to his subject. At the January meeting his theme was "The Normal Child"; and at the February meeting, "What Constitutes the Abnormal Child."

He introduced his first lecture with many telling facts from animal and plant life,

illustrating the constant struggle in both to adjust themselves to their environment. He showed that with children, too, there is a constant adjustment to environment. They are not the same, any one month or week or day—nothing about them is stationary. This is the truth for teachers to realize more and more. Because certain demeanor is right for adults is no proof that it is right for children. Associations have not been formed in the mind of the child that are perfectly developed in the adult—hence the child sees and acts so differently. The psychogenesis of all growth is slow, elaborate and easily interfered with. Even the senses are very slow in development. Taste is ready at birth, for the child must feed at once; but the eye is not fully developed, for the young infant is really blind. The child's ear is not like the adult's; the position of the drum of the ear is not the same, etc.

There are adenomatous glands that are large in childhood, which shrink and almost disappear in the adult period of life. This knowledge regarding the difference of the body of the child is not generally known. The child has been thought to be like the adult only smaller. He is indeed very different, and he has different diseases, that require different remedies. It is the duty of kindergartners to put themselves in touch with these new thoughts concerning the child.

"The child" is one of the great ideas given to the world. Not many *great* dominant ideas have been given to the world. Palestine gave that wonderful religion proclaiming man's spirituality, Greece the idea of beauty, and Rome of law. The Western world is giving the idea of the child.

At the February meeting Dr. Oppenheim in speaking of the defective child said:—

Because we like to think ourselves perfect, the imperfect of our own are kept indoors hidden or crushed. There seems to be almost no method of recognition for the defective child that he may grow out of the lack of natural endowment.

We have seen how even the normal child is not a fixed thing, springing, Minerva-like, full formed into life. The whole child life means a wondrously rapid change all the while until the crystallization of adult life. The child of to-day is not the child of to-morrow. His standards are not the same even for a year. We *know* this from actual psychological content. The child must be the standard and the ways of his development must be the ways of our decisions.

Dr. Oppenheim told of some of the causes of abnormality, such as defective development, pressure on the brain resulting from an accident, or a large effusion of serum and the poisoning of the system by poor nourishment, which, if continued, will result in some form of arrested development. From a number of public school children, whom he was called upon to examine in a school in New York, twenty-nine were said to be abnormal; he found, however, only three really defective; the other twenty-six were, he said, "just sick."

The trouble with many children is, that intellectually as well as physically, they are given not what they need, but what people think they ought to have.

Each child is worthy of all the effort we can give him. The real problem of education is not the normal but the abnormal child. Teaching is not for the sake of making the normal child a little less normal, but for the sake of adjusting the abnormal to the environment in which he lives. This problem kindergartners first of all must help to solve.

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A kindergarten was opened in February at the West End, Alameda, Cal., with a fair attendance of children in charge of Miss Gary. The rooms are cosily furnished with a piano and all the necessary equipment for kindergarten work. The movement starts under very favorable conditions and with a substantial balance in the treasury. For some months past certain ladies of the West End have been working to bring about this result and the success of the movement is directly due to their efforts. The officers of the association are: President, Mrs. Hermes; first vice-president, Mrs. Niel; second vice-president, Mrs. Thomas Banks; secretary, Miss Bullock; treasurer, Miss Remmel.

A Parents and Teachers' Association was organized at Utica, N. Y., February 24, with Mrs. J. W. Bates as president and Mrs. Valentine Seifert, secretary.

The regular board meeting of the Pittsburgh and Allegheny (Pa.) Free Kindergarten Association was held at the Kindergarten College, in Fifth avenue, February 26. There were the usual reports of the committees, the most interesting of which was that of the chairman of the missionary committee, Mrs. Frank Bryce, who gave an account of the progress being made by the young Polish woman, Miss Kasparova, who is taking the kindergarten teachers' course at the college and fitting herself, under the auspices of the association, to do missionary work among her own people about Pittsburgh, the association defraying all expenses. Reports from the Minersville and Mount Washington kindergartens were made by the teachers in charge, Miss McCutcheon and Miss Elizabeth Patterson. Already plans for the children's summer excursions to the country for a day are being made by the numerous auxiliaries, and the committee which supplies the funds for these holidays at the Ralston School, Mrs. William McCracken, chairman, has announced an Easter sale in the interest of the excursion fund.

At the February meeting of the Burlington (Ia.) school board a petition was presented, signed by one hundred and fourteen residents and patrons of West Madison school, asking that a kindergarten be established there. The petition was referred to the teachers' committee and the superintendent.

A lecture by Miss Marie L. Shedlock of London on the *Art of Story Telling* was given under the auspices of the kindergartners at Oshkosh, Wis., February 23.

Four dramatic recitals under the auspices of the Houston (Tex.) Kindergarten Association were given by Professor S. H. Clark of the University of Chicago in February.

A new German free kindergarten at Peoria, Ill., was opened February 22, in charge of Mrs. Robert Wetzlan.

Mrs. Cornelia James, principal of the Cincinnati (Ohio) Kindergarten Training School, and organizer of the Ohio State Congress of Mothers, addressed an enthusiastic audience in Grace House, Akron, February 12. Her subject was *The Ideal Mother*. After her address an Akron branch of the Mothers' Congress was organized with the following officers: President, Mrs. H. H. Jacobs; vice-president, Mrs. Charles Seiberling; secretary and treasurer, Mrs. M. D. Brouse.

The free kindergarten at St. John's, N. B., in charge of Miss Burditt, assisted by Miss Milburn, has a regular attendance of twenty-three children.

The February KINDERGARTEN REVIEW stated that the Brooklyn Free Kindergarten Society had twenty-three kindergartens under its care, a larger number than that of the New York organization. The directories show that there are twenty-three kindergartens under the New York Kindergarten Association and twenty under the Brooklyn Free Kindergarten Society.

Atlanta University, Ga., is to erect a new building for a practice school in connection with its normal department, to facilitate its work of training negro teachers for the negro public schools. A specialty will be made of the training of kindergartners. The building and its equipment are to cost \$15,000, the funds having been provided by the General Education Board of New York, Mr. George Foster Peabody and other friends of the university. The building is to be completed and ready for occupancy at the opening of the term next fall.

The Brooklyn (N. Y.) Kindergarten Union met February 16, at Pratt Institute. Mr. Walter Scott Perry gave a most delightful lecture, his subject being, *The Children I Have Seen in My Trip Around the World*. The lecture was fully illustrated by lantern photographs, many of which were taken by Mr. Perry. They showed interesting views of the people and scenery of Egypt, India, China, and Japan, while the children were considered in relation to the art, religion, and customs of the different countries. Mr. Charles Stuart Phillips sang most artistically several children's songs, and an Irish love song.

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No motto or word of explanation appears on the pictures. They are simply Kindergarten Aids and are to be used by the Kindergarten in connection with the various talks on the Mother Play.

SUSAN E. BLOW.

"Miss Joyce has made a helpful contribution to the Kindergarten by her reproduction of pictures from the Mother Play.

"In some instances she has succeeded in throwing the idea of the picture into clearer relief by the omission of unimportant details.

"Her picture of the Toyman is excellent in this respect and will give children a clear and definite impression instead of the somewhat confused and chaotic impression they must receive from the original overcrowded pictures of the Toyman in the Mother Play. The fact that Miss Joyce's pictures are colored adds to their effectiveness and she has been very wise in using only a few colors."

LAURA FISHER,

Director of Public Kindergartens, Boston, Mass.

"I am very glad indeed that the pictures of Froebel's Mother Play have at last through your efforts acquired a thoroughly artistic form. I know of nothing that will be of greater help in the kindergartens and for which all kindergartners will be more grateful, and I trust that they may find their way into all the kindergartens of our land."

MARY D. RUNYAN,

Professor of Kindergarten, Teachers College, Columbia University, New York.

"I find the Mother Play pictures which Miss Joyce is about to publish very attractive. In their simplicity, soft coloring and general atmosphere, they are an improvement on the originals, and I think will be found a valuable aid to the kindergartner in her work."

LUCY HARRIS SYMONDS,

Kindergarten Training School, Boston.

"I have had the pleasure of examining several of the proofs of Miss Joyce's Mother Play pictures, which are extremely attractive.

"The coloring is soft yet beautiful, and I see no reason why these illustrations should not prove a great delight to children and a help to mothers and kindergartners."

LUCY WHEELOCK.

"One has only to see the series of Froebel's Mother Play Pictures prepared by Miss Joyce to appreciate them. Many kindergartners have found some difficulty in using the pictures of the book owing to the obscurity of the outlines and confusion of details. Miss Joyce has preserved the grouping and spirit of the originals, and has produced a series of artistic pictures which tell their story and fascinate us by their beauty of coloring. She has rendered a real service to the cause of Kindergarten in giving us these pictures in so desirable a form."

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"I am delighted with your pictures. The changes you have made do not affect the general character of them but are all genuine and unobtrusive improvements. The colors, too, are soft and pleasing."

ANNIE MOSELEY PERRY,

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GEORGIA ALLISON,

Supervisor of Kindergartens, Pittsburgh and Allegheny, Pa.

"The Kindergartners who are putting the Mother Play pictures in the hands of the children will find these beautiful colored pictures a great help."

MARY C. SHUTE,

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"I think your pictures will prove most helpful with the children. The coloring is harmonious and attractive, and the simplicity and clearness of the details will make them far easier for the children to study than the ones we have used so long."

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Boston Normal School.

"The pictures will be found valuable for decoration in both nursery and kindergarten. They are beautiful in coloring and in their simplicity. Having fewer details in each picture will make it easier for the young child to become more thoroughly interested in its real thought."

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Kindergarten Review

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Educational Literature and Kindergarten News*

ELIZABETH PEABODY NUMBER

Commemorating the Centenary of her birth.

Reminiscences and Tributes by

Ednah D. Cheney	Anna Q. T. Parsons
Fanny L. Macdaniel	Josephine Jarvis
Maria Kraus-Boelte	Anne L. Page

Gardens for Kindergarten Children. Illustrated

By Margaret Laidlaw

A Kindergarten Raggylog. Illustrated

By Jessie Scott Hines

A German Kindergarten's Jubilee Year.

Story, The Two Paths, Maud Lindsay

Bean-Bag Game.

{ Words By Tudor Jenks
{ Music By Ellen C. Hall

EDITORS

EMILIE POULSSON, LAURA E. POULSSON

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KINDERGARTEN REVIEW

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Vol. XIV. No. 9. Price \$1.00 a year. No issues in July and August.

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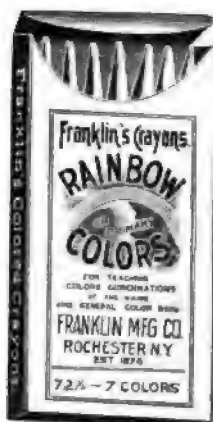
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ELIZABETH PALMER PEABODY.

KINDERGARTEN REVIEW

VOL. XIV.

SPRINGFIELD, MASS., MAY, 1904.

No. 9.

ELIZABETH PALMER PEABODY.

Born May 16, 1804. Died January 2, 1894.

BY EDNAH D. CHENEY, JAMAICA PLAIN, MASS.

IN her old age, Elizabeth Peabody was generally known as "the grandmother of Boston." She was rightly named, if the constant outflow of her warm heart to every one, with all manner of loving feelings and helpful deeds and the best of all instructions to the children of every age in the city of her love, could entitle her to this distinction.

The mother may be conscientiously severe, the maiden aunt may be rigid and exacting in her methods; but the good grandmother has a wisdom above them both, and by her unselfish love carries a mantle of charity over a multitude of sins, and yet holds the child to righteousness by its natural relationship to good and truth.

Miss Peabody never was blessed with the relations of wife and mother; but nobody ever thought for a moment that she lacked the graces of family affection and motherhood.

She was born and bred an educator, but was one much more by her own rich, suggestive nature than by schools and methods. She had early wise leading from her father, and he did not fail to teach her lessons of self-control and courage in addition to her kindness of heart. She told me once that she was so sensitive by nature that she was overcome by the sight of blood, however innocently shed. Her father, who was a physician, called her in to hold the bowl for him while he was administering a bleeding, which was then esteemed so necessary a part of his practice. She overcame the weakness and stood bravely ever after.

A striking instance of her mother's high ideal in education is told in her reminiscences of Dr. Channing, p. 14:—

"My mother had intended to stay at home that day with the children, whom she never left with common

hirelings but sometimes with me as unconscious watcher. 'Now, however,' she said, 'I must go, and take Elizabeth, because,' as I heard her explain to my father, 'it takes genius to reach children.'" A few years afterward she accidentally met Dr. Channing at a friend's house. Dr. Channing listened with great interest to all she told him. "Three or four years after I learned that on that day he said to his sister, Mrs. Francis Channing, 'I have had a genuine pleasure and surprise to-day. A child ran into my arms and poured out her whole heart in utter confidence of my sympathy!'"

One of her early works in the philosophy of education was the translation of De Gerando's treatise, *Du Perfectionnement Morale*, which she published in 1830 and republished in 1860. Miss Peabody copied from Dr. Channing's sermons, which are almost illegible to others, while he read these volumes to her. Gerando was much gratified by the translation, and Miss Peabody became well acquainted with him later in Europe.

Her school in Boston was attended by daughters of the best families, and it is from Dr. Channing's children being in her care that she became so thoroughly acquainted with his thoughts on education. She looked back after fifty years to the delightful fact that Dr. Channing and Miss Lowell were unconsciously interpreting the thoughts of Froebel, who was then, in 1825, already writing his *Education of Man*, but who was utterly unknown to Americans.

All through her time of youth and womanhood she was training in knowledge and thought, and she studied and assimilated every phase of philosophy and history and poetry that came within her reach. She was wide and catholic in her reception of all that was shown her. But her enthusiastic, intense nature held her closely to one scheme of thought for the time. A study, especially if connected by human relations of friendship or sympathy, absorbed her; but she was not fettered by any pride of consistency when a new path was opened affording fresh light. Through her philanthropic interests she came at various times into intimate relation with many learned Germans who at that time were exiled by political persecutions, and as revolutionists and liberals were drawn to our shores. She gained a great deal in intellectual richness from these men, Dr. Kreuzer, Mr. Scherb, and Dr. Follen. She became their benefactor and their pupil. At the same time she was in close connection with Emerson, Channing, and Parker. She was strongly impressed by a man less widely known, but of remarkable character, William B. Greene. Through his influence she was led through the mazes of Baptist theology and speculative logic. For a time she was seemingly lost in various streams of thought. She wandered for a while, but she came out enriched by every precious jewel which had floated down from the mountains filled with sparkling ore.

She could not be intolerant, but she could make a cutting sarcasm. She

was naturally most in sympathy with Unitarians, but she said once: "Unitarians are as intolerant as others; they don't send people to hell fire who disagree with them, but only condemn them here to a hell of stupidity."

Her large and various reading filled her mind with stores of history, poetry, and philosophy. She gathered special advantage from the hobbies into which she entered with all her heart for the time. Out of them she gained always something rich and rare.

Her studies with Dr. Kreuzer and other thinkers all went to make her the embodiment of Wordsworth's lines—

Dust as we are, the immortal spirit grows.
Like harmony in music; there is a dark
Inscrutable workmanship that reconciles
Discordant elements, makes them cling to-
gether

In one society. How strange that all

.

Within my mind should e'er have borne a
part,

And that a needful part, in making up
The calm existence that is mine when I
Am worthy of myself! Praise to the end!

About 1840, in the rich time of transcendentalism, she opened a store for foreign books, and a library, and this became for a time the center of the finest intellectual culture. How young people loved to make an errand to buy every pencil or book they could afford, that they might catch a chance at conversation with this gifted mind who poured out her riches to all thirsty comers! She was at this time very intimate with Margaret Fuller,

who was then pressed by poverty, and Elizabeth's mind was full of plans for her benefit.

One of her remarkable traits was her great love of beauty, even to the extreme of lavish dress; but she was so wholly absorbed in other important matters and had so little vanity herself that she was very regardless of her appearance, and countless anecdotes might be told of her negligence and absent-mindedness. When she went to Europe, her class in history, knowing that she would be welcomed in the best literary circles in England, France, and Germany, wished to present her with a suitable wardrobe, and furnished her with a rich black silk dress and all proper appointments. At a reception in Dresden, an American friend perceived an elegant woman in full animation of the enjoyment of the party, and on recognizing her said: "Why, Miss Peabody! I did n't know you! I thought you were a duchess!" "Well!" said Miss Peabody, "have I been going like Old Scat all my life that you are surprised to see me decently dressed for once?"

She wrote frequently for *The Dial*, and her articles are of great beauty and value. She was independent in her criticism, and her varied relationships gave her a wide and intimate sympathy with differing schools and faiths. She has left few literary works. Her reminiscences of Allston and of Channing—especially of Channing—are of great value. Her own life was so intimately connected with that of Channing that his life became largely her own autobiography at that

time. In the *Last Evening with Alston* is a remarkable essay on the *Dorian Measure*, which shows her broad treatment of history, and the deep meaning she found in all historic records. Besides this are other articles from *The Dial*, such as *Language*, *Fourierism*, *Brook Farm*, *Christ's Idea of Society*, and a poem on Crawford's *Orpheus*. She seldom wrote verse, but has left us a few poems. Her style was pure, and recalled the finish of the first old English authors. She used fewer than did other writers of the Transcendental School of the peculiar German idioms, then so frequently satirized by their opponents.

She acted at times as Dr. Channing's reader and secretary, and he constantly gave her advice and instruction in her literary course. James Freeman Clarke said that her book, *Reminiscences of Channing*, was rather a record of Miss Peabody than Dr. Channing. But Mr. Chadwick's latest biography of Channing finds very precious insight in it of Dr. Channing's thought and experience. This was the work of her old age, after she was seventy years old, and many years after Dr. Channing's death; and it is not to be wondered at that mistakes crept into the text. Indeed, her earnest love of truth could not save her from occasional errors. But in this instance the fruitful spirit of truth is preserved, if the barren word is sometimes lost.

She came to Boston as a teacher in 1820, but she had previously made some experiments in Lancaster, and afterward, in 1823, she removed to

Hallowell, Maine. There she first came in contact with a "revival," and she became much interested in the Unitarian movement, and wrote a long letter to Dr. Channing asking him if it would not do a double good to make it "a rule of the Divinity School of Cambridge that the second year of the course of study should be missionary work of this kind, which would open to the eyes of the young men the book of the human soul in its primal needs, to which the deeper riches of the Gospel of Christ correspond."

After this time Dr. Channing's influence was very potent in her development; but it was never overpowering, although she seemed infatuated for a time. His own value of independent thought and her strong individuality prevented her from becoming a tame follower of any leader. Dr. Channing explains the frequent deficiency in her appreciation of the thought of others. She always worked sympathetically, and could not take the attitude of another to rectify her own vision, and she thus sometimes failed to meet the thought of her pupils.

She certainly had not the reputation of being a practical person. She was too readily interested in every scheme that offered good to the human race, and too credulous of every individual who sought her help or comfort. She was often indignant with those of cooler heads who could not enter into her promising schemes. But this must be said for her, that from her own love and bounty she gave to her family and friends, and to the helpless strangers and foreign-

ers who appealed to her, help and comfort which far more than compensated for the failure of her many enthusiastic hopes. In trying times her unselfish help, her advice, her sympathy, were all fruitful for good results which had seemed hopeless to less ardent and believing natures.

She was careful and economical in her expenditure, but was prompted to give too generously to others; so that, although in the last years of her life she had not accumulated debts, she was aided by friends with a fund so generously and delicately provided for her that she could not but accept it.

She wrote an admirable article on Allston for *The Dial*, giving an account of the great exhibition of his pictures in 1839. She was fully in sympathy with his ideal spiritualism, and she found the highest expression of religious thought in his pictures. I well remember her enthusiasm when she first saw the great picture of *Belshazzar's Feast*, just unrolled after the master's death (now in the Art Museum). She thought it unsurpassed by the great triumphs of Italian art. She was always filled with the whole beauty and meaning of every work of art, and saw in it the fulfillment of the artist's ideal, forgetting, in her own creative imagination, the outward expression which often halts painfully below the realization. It is always the subject plus the rich interpretation of Miss Peabody's mind; but withal the critique remains characteristic and discriminating.

Miss Peabody took great interest

in the Concord School of Philosophy, although she did not give any regular course of lectures in it. She frequently took part in the discussion which followed, and made valuable contributions to the subjects discussed. She was at this time (1879) seventy-five years of age, and, although she had lost none of her mental vigor, she occasionally dropped asleep while listening to younger speakers. But while she appeared perfectly unconscious on the platform, as soon as she awakened to the conversation she spoke with marvelous power and lucidity on the themes, however abstract and deep, suggested by the lecturer. She seemed to have digested and assimilated all the philosophy learned in her long life, and, as Dr. Harris said, "She developed the thought more fully and ably than any one present." Upon one occasion, in the absence of a speaker, she filled much of the hour with admirable reminiscences of her old friend, Margaret Fuller.

Among other various persons of especial interest in her later days she became very much impressed by an Indian princess.* She eagerly studied into the language and legends of her nation, finding in their records a religious depth of meaning and a fullness of piety which ought not to be despised, but recognized as the basis

* Sarah Winnemucca, a Piute. Miss Peabody's interest in the American Indians began in childhood and their cause was "the chief love of her declining years." An uncle of her mother had married an Indian woman of a good deal of character and ability out in Michigan, and their children visited the Peabody family in Salem when Elizabeth and Sophia (afterward Mrs. Hawthorne) were children. Sarah Winnemucca visited her in Boston.

of higher civilization. The relation with this person did not prove very fortunate; but Miss Peabody's idea in studying the religion of the American Indian was the same as now animates the study of it by the foremost scholars of India; and we like to think that she heard the great symphony of religious feeling which has now sounded over the whole earth.

On her seventieth birthday the New England Women's Club celebrated a festival. I remember her beautiful appearance at that time, her soft, gray curls clinging about her animated countenance. William H. Channing looked back to the first time he had seen her as a young maiden looking toward the West. She still looked into its glory, and after the company present had spoken of her with love and reverence, she was asked to speak, and said, as if awaking in the morning: "Why, I felt as if I were dead and meeting my ideal!"

She lived to extreme old age, ninety years, gradually losing her faculties of hearing and seeing. For some time before her death she was

almost insensible to the events passing about her. She had lost all memory of the Indian princess who had engaged so large a portion of her interest, and she forgot all the later incidents of her own life; but her face would kindle into beauty at the mention of her early friends. I remember especially how pleased she was when I brought her the love of Dr. Hedge on his eightieth birthday. I think her last words were to her absent nephew: "Tell him I love him."

Goethe says: "All philosophy must be lived and loved." Such was the spirit in which Elizabeth Palmer Peabody spent her ninety years in constant service to mankind. There is no great monument raised to her memory; but her spirit will influence her "grandchildren of Boston" in thousands of hearts.

"They do believe me dead,—I who still
shed
Delight on all the world, living in thou-
sand souls,
In breasts of lovers true. No death con-
trols,
Taking one soul alone. I am not dead."

MICHAEL ANGELO.

REMINISCENCES OF MISS PEABODY.

BY ANNA Q. T. PARSONS, ROXBURY, MASS.

COULD we have had from her own hand a full biography of Elizabeth Palmer Peabody, we should have found it also a sketch of the literary, progressive, and spiritual develop- ment of Boston; for she was in close relation with the principal leaders of thought and action in the various efforts for human advancement and for a broader freedom on all planes.

Dr. Nathaniel Peabody and his wife had both been teachers, and there was a high moral tone in the training of their children. Whilst a generous spirit was inculcated, and care and consideration for others, the duties of economy and self-denial were enforced. Intellectual training went hand in hand with the moral, and from her early years Elizabeth was deeply interested in education. When quite young she translated Baron De Gerando's work on education so acceptably that it led to a life-long correspondence and friendship with the author.

As a guest in the hospitable home of Mrs. Augustus Peabody, and introduced by her to many mothers, she soon secured a goodly number of pupils, of which I was fortunate enough to be one, and opened her first school in Boston on the corner of Hancock street and Sumner—now Mt. Vernon—street. (From the State House to Derne street was then a rough, open hill, a grand coast for the boys in winter; and on the west it was open to Belknap—now Joy—street, and to the houses on Beacon street.)

Miss Peabody had a rare gift as a teacher of awakening the interest of her pupils in the subject taught. Not finding any history of the United States that was satisfactory to her, she wrote a simple one, which the children copied from week to week as their writing lesson.

With the consent of the parents she formed a class in Greek, of which she was an early and enthusiastic student. She was very watchful, holding a per-

sonal relation with each child, taking it for granted that all wanted to be good and to do the right, and that the lapses were from ignorance and inexperience. She did not openly reprove us, but wrote us kindly little notes, pointing out the dangers that might come if the fault were not corrected; and this wise course won many grateful little answers from the awakened consciences of the children.

One picture which still abides was photographed on my youthful heart. It was examination day. Our much loved teacher, a slight, lovely young girl of seventeen or eighteen, with an abundance of fair hair, her face all aglow (clad in a brown concan,* low-necked, after the fashion of the day, with a long blue cashmere mantle over her shoulders), stood, book in hand, examining her pupils, who were ranged on one side of the room whilst the parents and friends were gathered on the other.

Her school was successful, but, after a time, for personal reasons, was given up. Some years later she had a school for young ladies on Franklin street in Boston.

But her Boston life is especially associated with her Foreign Book Store and Library at 13 West street, the home of the family for many years. The Book Room not only attracted scholars and students, but became rather a home center for those who had hopes and aspirations; and Miss Peabody's words of counsel and wisdom were sought by many persons of widely differing lives.

The West street home was made

* A sort of East India crêpe.

useful in various pleasant ways. A most gracious hospitality was dispensed to those who might need. To the stranger in a strange land, Elizabeth's large heart was always peculiarly open.

Mrs. Peabody was a woman of rare sweetness and dignity of character. Quiet and unassuming, she commanded the respect and won the love of all those in relation with her. She had much intellectual power. When quite advanced she studied German and translated a volume for publication.

Elizabeth once said that "Move up a little closer and make room for one more" had always been the rule of the house; and so it seemed in all ways. Many in temporary need of a home found shelter there. The table was always well and sufficiently supplied, but without extravagance, and the smooth running of the household showed the steady hand of the wise mother.

In the West street home Miss Mary Peabody (later Mrs. Mann) had, for a time, her charming school for young children. There, in the spacious parlor, some of Margaret Fuller's memorable conversations were given; and there, after one of Mr. Emerson's inspiring lectures, friends would often gather for a social hour with him.

It was there that Dr. Kraitsir's* classes in German were held. His earnest conviction of the value of his new method of studying language in

general attracted scholars as well as beginners to learn from him. Bem's Chronological Charts were prepared there by young ladies for whom Miss Peabody secured the occupation; and in many like ways was the house made useful.

Miss Peabody certainly had a genius for teaching history.* There must still be many who pleasantly remember her history classes. While each member was giving her sketch of the country she was studying, at the assigned epoch, Miss Peabody's fingers were busily employed, as she listened, in embroidering a new covering for her sofa; the sketches finished, she would then weave the various pictures into a whole, showing the prevailing spirit of each nation and their interaction, till we were no longer studying a dead past but a vital influence on the life of to-day; for history was to her one continuous whole.

Miss Peabody was a fluent writer. Her articles in *The Dial* are of great value. She was a life-full part of the Transcendental movement. The *Last Evening with Allston*, a book which should be more known, contains essays rich in earnest and profound thought—prophetic thought, we might say, remembering that it was written half a century ago.

Miss Peabody's warm and enduring friendships with both men and women greatly enriched her life.

The intimate social relation with Dr. William Ellery Channing was a great pleasure to her, and he was a potent influence in her intellectual and spiritual development; and in

* See *A Few Reminiscences of Miss Elizabeth P. Peabody*, by a Bostonian, KINDERGARTEN REVIEW, May, 1898.

her *Reminiscences of Dr. Channing* one gets many a glimpse of herself, unconsciously revealed.

She was earnestly interested in the discussion which resulted in the establishment of the Brook Farm Association at West Roxbury, and watched its development with much sympathy. Though never a member, she was in constant relation, as her rooms were an attractive resting place for many of the members when in Boston, and a place where they always found themselves kindly welcomed. Later Miss Peabody joined the Religious Union of Associationists, being always an appreciative listener to the eloquence of her friend, Rev. William Henry Channing.

Dr. Channing did much for the intellectual as well as the spiritual life of his time. His weekly conversations with the members of his society were a great stimulant.

Boston at that time had many highly cultured women familiar with the best literature of the day, thinkers as well as readers; and Margaret Fuller was fortunate in having many such to respond to and quicken her thought.

Miss Peabody's sanguine temperament and boundless hope won for her the reputation of not being practical. But, though she never accumulated a fortune for herself, she accomplished much useful and valuable work, and started others on the road of success-

ful occupation. She diffused herself, and, by the contagion of her own courage and hopefulness, latent powers were roused, and what had seemed the impossible was realized.

The training of teachers for children in their earliest years seemed a fitting culmination for a life in which education had always been a central interest. For she herself had never traveled very far from the East, and by the vision splendid was on her way attended. Wordsworth's *Intimations of Immortality* is closely associated with this dear friend, for bits of it would often crop out in her earnest talks on the high themes which were never far from her thoughts, and in which she seemed most at home.

The last years of Miss Peabody's life were passed at Jamaica Plain. She met her great calamity of blindness bravely and sweetly. Most kindly cared for, and lovely to look upon, she serenely awaited the slow transition with that cheerful patience and hopeful faith which had blessed her through life.

Her manuscripts and letters were, in accordance with her wishes, placed in the hands of her nephew, Mr. B. Pickman Mann, of Washington, D. C., who will doubtless prepare her biography in this, her centennial year. We eagerly await this memoir, fully appreciating how difficult is the task of representing adequately so rich and varied a life.

AN AUTOGRAPH LETTER FROM BARONESS VON MARENHOLZ-BULOW.

AT ELIZABETH PEABODY HOUSE, BOSTON, MASS.



BARONESS VON BÜLOW.

AT the annual meeting of the Elizabeth Peabody House Association, held in January, 1904, the chairman of the executive committee presented to the association an autograph letter from the Baroness von Marenholz-Bülow, written in 1860 to Miss F. L. Macdaniel of New York, then residing in Paris. This letter was the gift of Miss Macdaniel to the Elizabeth Peabody House, and is "to

be kept in the archives of the association." The following translation accompanied the original letter, which is a peculiarly interesting possession for American kindergartners, since it gives advice as to the best method of introducing the kindergarten into the United States:—

SATTZHEMNENDORF,

(A small bath resort in Hanover.)

1 SEPTEMBER, 1860.

DEAR MADEMOISELLE:—

I am very much obliged to you for having given me the information from America in regard to our Jardins d'Enfants; and I am glad that they (Americans) are beginning, as it seems, to be seriously interested in the matter. They will, however, be unable to accomplish anything of value unless there are some people thoroughly instructed in the method to introduce it in the Jardins d'Enfants themselves. You should write to those ladies of whom you speak in your letter and propose to them that they should send to Germany for a person thoroughly conversant with the organizing of these establishments, and place the matter in her hands under the direction of a committee chosen from among those ladies. It seems to me that one should meet with fewer difficulties in forming an association with such an object in the United States than with us, where, however, we have them in several towns. For example, in Ber-

lin the association numbers eighty members, who pay only four francs annually. The general subscriptions bring in only a small sum, and yet that is sufficient to support the first three gardens by making each child pay about five francs a month. I am sure that if these American ladies undertake such an association, first engaging one of our pupils and then founding an initial establishment in one of the big towns, it would succeed perfectly and be followed by others. I have even a very suitable person to recommend to them,—one who speaks English perfectly, having been in England for some time as governess. I feel sure she would devote herself to the task without making too many demands.

Will you please make these propositions to these ladies as soon as possible, and let me have their answer, so that so rare an opportunity as that of a person willing to expatriate herself should not be lost. We shall then be able to judge whether the women over there are more energetic and expeditious than those of Europe, and are willing to seriously interest themselves in the work. If they prefer to send us some pupils to educate in our schools, that also would be good. At the school of Miss Bergmann, whom you know and whose prospectus I enclose, a person qualified to teach English in the school can, at small ex-

pense, have an opportunity of learning the method.

The condition of affairs on the whole is good. Persons interested are working very hard in Prussia, where the daughter of the emperor is being educated according to the method, and in Belgium also. In England, they have founded a seminary at Manchester. With us all goes well, and they are beginning in Switzerland. Professor Pravux, of the University of Lausanne, has started an establishment near that town, having merely corresponded with me, and has invited me to assist him in making of it a model for the country. I shall leave for Lausanne next week, and your answer will find me there until October. Next winter I expect to spend in Berlin, where we wish to start a seminary, and a review which will appear in German, French, Dutch, and, I hope, in English if you are helped and things progress well in America. One of our pupils left a few days ago for Bilboa in Spain.

This is all I can tell you at present. I hope you and your mother are better than I am, who have always to fight against wretched health. Keep up your interest and zeal in our work until the moment comes when you can join in it practically.

With remembrances to your mother,

Yours,

B. DE MARENHOLZ.

I FIND earth not gray, but rosy;
Heaven not grim, but fair of hue.
Do I stoop? I pluck a posy.
Do I stand and stare? All's blue.

—Robert Browning.

THE SEED-TIME OF KINDERGARTEN THOUGHT IN AMERICA.

FROM A CORRESPONDENCE BETWEEN FANNY L. MACDANIEL AND ANNA Q. T. PARSONS.

NOTE.—In looking over a file of old Paris letters, Miss Macdaniel found the letter from Baroness von Marenholz-Büllow, the translation of which we have been kindly allowed to give on a preceding page of KINDERGARTEN REVIEW. The discovery of this letter, and the perusal of others of that time relating to the kindergarten, which belonged to a correspondence with her friend, Miss Parsons, led to the reviewing by these two ladies of their old-time correspondence and the writing by each of a *résumé* of certain parts of it. These recollections have particular interest to-day because they bring before our notice some of the initiatory steps in the introduction of the kindergarten system into America. Although treating of a period beginning about 1859, the *résumés* were made in 1903.

I.

F. L. M. to A. Q. T. P.

Yes, I remember most vividly the fact of reading in my Morning Journal in Paris that Madame Marenholz, at the Hotel de Louvre, would hold a series of conversations on the kindergarten—the system of training young children, by F. Froebel, and that a new life for childhood would be declared. My recent experience had so touched my heart that anything relating to a child's life claimed my attention at once, and to see and hear Madame Marenholz seemed my manifest duty. Happily, my friend and neighbor, Mrs. Conelly, proposed to accompany me, and we found ourselves at the Hotel de Louvre that very evening.

About a dozen gentlemen and two or three ladies composed the company that the Baroness was entertaining.

On a table were the Gifts of the kindergarten, and the graceful and distinguished lady was handling and explaining them. We soon saw that it was not *play* but *work* we had before us.

A “garden for children” had taken me captive, but I confess the little cubes and bright folded papers did not touch me much. But when Madame Marenholz unfolded the principles upon which Froebel had constructed his “garden,” a new life was opened to me. I became acquainted with Madame Marenholz and with her deep convictions in regard to his philosophy and the *Education of Man*. Swedenborg and Fourier had prepared me for this added word by Froebel. Practically, therefore, my Froebel gospel is a compound of the three.

Our correspondence received at once an added base and interest by my sending you what had been imparted to me by the conversations of Madam Marenholz.

You may remember that after learning from Madame Marenholz what was needed to establish a kindergarten, I engaged a teacher educated in Germany and opened a kindergarten (the first in Paris). It was composed of the best class of

American children in Paris, whose mothers were most happy to have the experiment made, as their children needed to meet with other children, and the kindergarten gave them the best opportunity. It was a great success. The children were happy, and even in the short time which it lasted, the effect on their character was most marked.

It chanced to be necessary to take into this class a child who had had no advantages and who was not personally attractive. How she would be received and unite with the other children on her human merits alone, I watched with much interest. To my surprise, the child whom I should have selected as the one most likely not to be fraternal, was the one who at once took the little stranger under her wing and became her teacher, and made her visit a most happy one.

The half hour given to drawing was greatly enjoyed by the children. Three out of that small class merit to-day the name of artist, although they are not professionally such.

I met with a lady at the head of the Infant School in Paris.* She was very much interested in the kindergarten system and adopted all that she was allowed to. I wish I had her Manual. It would give some plays and songs that would be helpful to American teachers.

II.

A. Q. T. P. to F. L. M.

Your enthusiasm was contagious. The kindergarten literature you

* Probably Mme. Pape-Carpentier.

poured in upon me found ready readers.

Mrs. Ednah D. Cheney was my fellow boarder in the country just then; and as you wished the good teachings spread abroad, she opened the subject to others, and together we reviewed, with abundant extracts, *Les Jardins d'Enfants* of Baroness Marenholz and her *Woman's Educational Mission*, and Madam Ronge's *Practical Guide to the Kindergarten System*, etc.

This review was published in the *Christian Examiner* for November, 1859, of which Rev. Dr. E. E. Hale was the editor, and attracted the attention of teachers, some of whom started, on the very insufficient knowledge thus gained, so-called "kindergartens," thereby discrediting the real thing by their very unsatisfactory results.†

In 1860-1867, wishing to attract attention to Froebel's kindergarten Gifts, a few dozen boxes of the First and the Second Gifts, with little

† Miss Peabody, writing to Dr. Henry Barnard (see *Kindergarten and Child Culture Papers*), says in this connection: "After your own articles on Froebel in your journal in 1856 and 1858, nothing was said in America till the review in the *Christian Examiner*, in 1859, Boston, of *Le Jardin d'Enfants*. In the course of the next ten years some innocent, because ignorant, inadequate attempts were made at kindergartens, but without such study into the practical details of the method as to do any justice to Froebel's idea; and, on the whole, the premature attempt was unfortunate. The most noted one was my own, in Boston. But I do myself the justice to say that I discovered its radical deficiency by seeing that the results promised by Froebel as the result of his method did not accrue, but consequences that he deprecated and which its financial success and the delight of the children and their parents in the pretty play school did not beguile me into overlooking. Hence I went, in 1867, to Europe, to see the kindergartens established and taught by Froebel himself and his carefully educated pupils; and I returned in 1868, zealous to abolish my own and all similar mistakes and establish the real thing, on the basis of an adequate training of the kindergartners."

books explanatory of their uses, were put upon the market and quickly absorbed. But it was soon evident that, to really introduce the Gifts at popular prices, they must be manufactured on a large scale and with proper machinery.

I passed your impulse on to my friends, Mrs. Jarvis and her daughter (Josephine Jarvis), in Illinois, and their interest became deep and abiding. Later they translated, from the German copy you sent me, the *Mother Play*, Miss Fanny E. Dwight translating the songs and adapting them to the music. The translation was published by Lee & Shepard in Boston, and is even yet in demand, I believe.

Miss Josephine Jarvis still holds the German copy as a precious treasure, as it is believed to be one of the first edition, revised by Froebel himself. Miss Jarvis has since translated several of Froebel's works, and has now part three of his *Pedagogics of the Kindergarten* ready for publication.

Our dear friend, Miss E. P. Peabody, who had already learned something of Froebel and his new method from a lady in New York (Mrs. Carl Schurz), was eager for additional information. Always an educator, this new system appealed to her strongly.

The following year, I think, Miss Peabody with her friend, Miss Corliss, opened a school with some kindergarten features on Pinckney street, Boston, but, though both were rarely gifted teachers and the school was in many respects a success, it did not realize their hopes and expecta-

tions; and finally Miss Peabody, feeling that she had not thoroughly grasped the fundamental principles of the new system, went abroad to headquarters for fuller enlightenment. (Was it not on this trip that she joined you in Switzerland?)

On her return to Boston, Miss Peabody was ready to devote all her rare powers, to which her rich culture and varied experience gave such deep base and background, to the well-being of the little ones of coming generations; and her kindergarten lectures were an inspiration, awakening to the new life many a young woman fortunate enough to hear them.

In all her labors, Miss Peabody had the hearty coöperation of her noble sister, Mrs. Horace Mann, whose kindergarten in Cambridge was of exceptional interest.

III.

F. L. M. to A. Q. T. P.

Miss Peabody joined me at Lake Brienz, and we had a delightful week. My remembrance is of her converse on high themes of religion and philosophy with a most interesting woman, a friend of Trefel, who translated the works of Swedenborg. She had not then seen Madam Froebel, I think; but I may have allowed the kindergarten to lie dormant, in her high conversation on religion.

Mrs. Mann's kindergarten was in Cambridge. I was boarding at the next house and visited it daily. I recollect Mrs. Mann's delight at the power of the kindergarten to attract and tame a wild child; of this we had daily experience.

VARIOUS MEMORIES OF ELIZABETH PALMER PEABODY.

MISS PEABODY AND EARLY TRANSLATIONS OF FROEBEL'S WORKS.

BY JOSEPHINE JARVIS, COBDEN, ILL.

MY first acquaintance with Miss Elizabeth P. Peabody was by letter. A Boston lady, a friend of Miss Peabody's, and, I am proud to say, a friend of my own, sent me her copy of the *Mutter-Spiel und Kose-Lieder*, thinking that I should enjoy translating it. She was perfectly right. I did greatly enjoy the work of translating, and admired the character of the author which unfolded to my view as I went on with the work. Having finished it, I sent my English version of some of the plays and the explanation of each to my friend. Miss Peabody saw them at her house, and said that she would have asked permission to have them published had they been prepared for the printer. She procured my address and wrote to me, asking if I would be willing to have my translation published so that the kindergartners of America might have the benefit of it. I was glad to have this done, and cheerfully undertook the labor of preparing the translation for the press. Miss Peabody sent to Germany for the music, but found that my rhymes did not suit it. She therefore persuaded Miss Fanny E. Dwight of Jamaica

Plain to rhyme the songs to correspond with the music. Her musical capacity and training admirably fitted her for this task. Miss Peabody made arrangements with Lee & Shepard of Boston to publish the *Mother Play and Nursery Songs* (as the English version was called), and undertook to be the American editor.

In 1877, while the book was still in press, I went East and visited Miss Peabody at her Cambridge home. She and her sister, Mrs. Horace Mann, were then living together. Miss Peabody consulted me about the pictures for the *Mother Play*, and we finally concluded to send to Germany for the plates. She was so earnest and enthusiastic in her talk about the book and its renowned author that she won my heart, then and there. I saw her the next day at a meeting of the American Froebel Society, of which she was acting president. Owing to the extreme heat of the day, she wore a black lace sacque over the low-necked, short-sleeved waist of her silk dress. This costume showed her fair neck and arms to advantage. I admired her dignified manner of conducting the meeting.

While the *Mother Play* was in press, I kept up a brisk correspondence with Miss Peabody, and learned

to know and love her even better than I had done on the occasion of my first visit to her.

Before I saw her again I had heard of a fact which showed her conscientiousness and sense of justice to others. A number of years before my first visit to Miss Peabody, a friend of hers returned from Germany, where her (the friend's) children had attended a kindergarten. She gave Miss Peabody a good deal of information about the kindergarten system and practice—so much that Miss Peabody felt herself justified in establishing a kindergarten, and, later, in publishing the first edition of her *Guide to the Kindergarten*. Finding that her kindergarten did not produce the effect on the children which she had expected, she concluded that either she or Froebel was mistaken. She closed her kindergarten and went to Germany to find out which of them was in error. She discovered that Froebel was right. So she persuaded Madame Kriege and Miss Boelté (afterwards Mrs. Kraus) to come to the United States and establish kindergarten training schools in Boston and New York. When Miss Peabody reached home she bought up and destroyed every copy she could find of the *Guide to the Kindergarten*, and published a revised edition of that work in 1877. She said she was not willing to be the means of misleading anyone.

The next time I went East was an important year to the Boston kindergartners. The Board of Education had concluded to make kindergartens a part of the public school system,

and Mrs. Shaw had given up to them the kindergartens which she had established and maintained. This event was also important to Miss Peabody, who felt that her work in the kindergarten cause had brought about the desired result.

At this time Mrs. Mann was dead, and Miss Peabody was an invalid living in Jamaica Plain. While I was at Miss Peabody's rooms, a young girl, a kindergartner, entered. She had been doing some writing for Miss Peabody and brought it with her. She also brought a copy of one of Miss Peabody's works with a request that she write her autograph in it. After Miss Peabody had complied with this request, she talked with the young lady for some time about the writing and various kindergarten subjects. Her tender, motherly look at the girl pleased me very much, for it showed her warm heart.

Though Miss Peabody did not train kindergartners, she lectured to training classes.* Her lectures were afterwards published in book form under the title of *Lectures to Kindergartners*.

In 1884 or 1885, Miss Peabody wrote to me and suggested that I should correspond with A. Lovell of New York with a view to his publishing my translation of Froebel's *Education of Man*. He agreed to do this,

*In the year 1881 this course of lectures was delivered for the last time before the training class conducted by Miss Garland and Miss Weston, Boston, Mass. Several of their later classes had the privilege of some acquaintance with the venerable educator, visiting her on her birthday and at other times, and feeling that even slight intercourse with her was a benediction, so markedly spiritual was her conception of the kindergartner's mission to childhood.
E. P.

on Miss Peabody's recommendation, and she wrote the American preface to that work. Mr. Lovell had at first proposed to Miss Peabody that she should translate that work, but she preferred to have my translation given to the world. The book appeared in 1886.

Miss Peabody should be revered by all American kindergartners for her earnest efforts to bring them into communication with Froebel by promoting the publication of two and acting as editor of one of the translations of Froebel's own works.

A TRIBUTE TO MY OLD FRIEND, ELIZABETH PALMER PEABODY.

BY MARIA KRAUS-BOELTE, NEW YORK, N. Y.

Miss Elizabeth Palmer Peabody I knew and corresponded with from 1869. She was a friend of my aunt, Amély Boelté, the well known writer, who had been the means of calling my attention to Froebel and the kindergarten. I met Miss Peabody in London, 1871. When seeing her, I called out, "Miss Peabody!" and she held out both her hands, saying in her sweet way: "And this is Maria Boelté!" Then she let my hands go, folded her arms around me and kissed me. We afterwards saw each other almost daily.

In New York, Miss Peabody was often a guest in my house; at which times conversation never flagged, and sometimes became very lively, because of differing opinions between Miss Peabody, Mr. Kraus and myself. Questions were, though, always amicably settled, because all three of

us were equally strong in our faith in Froebel, correctly understood.

My admiration for Miss Peabody was great; and her modesty in acknowledging former errors in regard to her earlier comprehension of Froebel was most touching. She was ever seeking for the truth.

Miss Peabody's ideal of a kindergarten—and consequently of the kindergarten—was very high. It was not the "learned woman," but the *cultured woman*, one with fine insight into human nature. She fully recognized that the religious nurture of the child should be commenced by the mother, in the nursery. Her endeavor was to know and understand Froebel's method, following the same strictly. Her appeals and efforts for a true insight into the cause were carried out with as much zeal and earnestness as humility. And Froebel became authority with her, because she recognized in him, as she often said, "the union of love and thought in practical operation." It was his rational and creative influence that she perceived.

In 1875 Miss Peabody had already written that "kindergartens must precede our public school system as the best preliminary to the primary school course—shortening the primary school term *if* the kindergarten had been properly absorbed in a regular course of at least *two years*." She also said that "if all the pauper children of the States, between three and six years of age, could be collected together, *with* their mothers, and an adequate staff of kindergartners be hired, it would be a 'pound wisdom'

cutting off at the root the crime and poverty which would otherwise rankly vegetate, to the misery of our posterity."

Miss Peabody was filled with the truth of Froebel's first vital principle, viz., *sacredly* to respect the child's free agency, while cherishing self-activity by sympathy and genially leading it by moral sentiment and reasonable thought, *versus* constraining it by *authority*.

She thought that genially cherishing and directing activity was something very different from circumventing children's wills by coaxing and other tricks. And she fully accepted Froebel's idea: *first*, to give all the conditions for æsthetic activity, and *then* quietly to address *free-will* (which means will subject to intelligent motive), directing it to proximate ends through artistic and useful work or generous social action; and that, unless the kindergartner can perceive and accept this ultimate fact, entering into the idea of "guidance" correlative with it, there is *no* kindergarten as Froebel conceived it.

Her love for Childhood and Humanity equaled each other, her heart being filled with tenderness for the little ones in whose education she saw the weal or woe of the future man or woman. She recognized the truth of Professor Fichte's statement at the Congress of Philosophers in 1867, at Frankfort-on-the-Main, that the pupils educated during kindergarten age by Froebel himself had been looked up at the universities and elsewhere, and were found to be of exceptional intelligence; and that these for-

mer pupils of the kindergarten ascribed this to their *Froebel education* in the "connection of contrasts"—which is the secret of all nature and true life.

In 1881 Miss Peabody already cried aloud that the too great manifoldness of Gifts and materials prepared for use in kindergartens corrupts the simplicity of Froebel; for Froebel's idea was "to use elementary forms exclusively, and simple materials to be prepared by the children themselves as much as possible." Miss Peabody expressed herself frequently as believing that the height and depth of the moral and religious nature of children would open more and more on mankind as progress is made in moral refinement and as the moral idea of Froebel discloses to the kindergartners and mothers deeper and clearer views.

Never-to-be-forgotten friend!

RECOLLECTIONS OF A PUPIL OF MISS PEABODY'S KINDERGARTEN.

By E. H. L., BOSTON, MASS.

My remembrance of Miss Peabody at the Pinckney street kindergarten is very vague after forty years, for of course I was only a child of five or six, and Miss Corliss was at that time the regular teacher.

Miss Peabody came often to visit the kindergarten; and she seems to me to have been a beautiful benignant influence, coming in like a fresh, inspiring spirit, giving an added enthusiasm and interest to our work and an impetus to our endeavors, and being always delighted with anything we originated.

I distinctly remember the large, oval dining room table around which we all sat when we had our blocks, and that Miss Peabody was pleased when we joined forces and together built a city or a great garden or any composite whole. I can seem to feel the delight of adding my blocks toward the making of the whole and the joy of watching the building as it grew. There was always a charm to me in the clay modeling, the charm, I suppose, of creating something of definite form from the formless lump of clay. Among the Occupations I think my favorite was weaving. The choosing and combining of colors and varying the design were always very important and wonderful to my childish mind.

I am grateful for all the teachings of the kindergarten, and feel that the arousing and developing of the imagination was one of the most valuable things I received from it. It also helped to develop the power of insight, which is something one always needs throughout life.

PIONEER AND SALEM RESIDENT.

By ANNE L. PAGE, DANVERS, MASS.

Miss Peabody has been rightly

called the pioneer of the kindergarten in America. She was a born pioneer, for whom the freshness of the frontier had a perpetual charm. When a cause became popular she moved on to find new paths far in advance of the multitude whose companionship and approbation were not necessary to her comfort and peace of mind.

To the kindergartners of Salem and vicinity, memories of Miss Peabody include more than her connection with the kindergarten. The Grimshaw house, so closely associated with the Peabody family, is still standing; and not far from it is the Hawthorne house, whose neighborhood recalls the story of the influence of the bright, enthusiastic Peabodys upon the shy, gifted Hawthornes, with the culmination of the happy marriage of Sophia Peabody and Nathaniel Hawthorne.

The generation of those who were privileged to come under the influence of Miss Peabody's mother has passed away; but the fame of Mrs. Peabody's school still lives, and reminiscences of her daughters' girlhood and young womanhood are among the dear old traditions of Salem.

How wonderful is the alchemy of the soil!

For here 's a seed and there the crumbled clod,
And each were barren to eternal toil,

Saving when mingled in the hand of God.

—John Daw.

SIMPLE COMMENTARIES ON FROEBEL'S MOTHER PLAY.

By MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO.

With loving insight, strong and true,
The mother sees the latent power,
God given and divine, that lies
In childhood's soul, like seed in flower.

Quick to devise and quick to act,
Through simple play she will suggest,
First to the child his wondrous gift,
And then how he may use it best.

VI.

THE LITTLE ARTIST.

GOD has given to every man made in his image the power to create. This power lies undeveloped, almost imperceptible, in the soul of your child, and it is your joyful duty, O loving mother! to awaken, nurture, and develop it.

In the play of the *Little Artist* you may find aid in your love-inspired task; and following its simple suggestions, you may lead your child, through the right use of his divine inheritance, to that close relationship with the Creator of good, which is the aim and end of all true education.

As the child sits in your lap you may draw with his rosy finger simple outlines in the air, which suggest familiar objects. Your knowledge of your child, and his environment, will prompt these pictures. "Let us make a picture of the great, round

sun," perhaps you will say, suiting your movements to your words. "Now, the little window where grandma sits and watches for us; and now, the steps to her house."

Ah! mother, so significant are the beginnings of great things, that you will scarcely realize that through such childish play you have given impulse to creative activity.

The young child is not ready, at first, for more definite self-expression than is afforded by these pictures in the air, which correspond so well, with their vanishing outlines, to the dim, flitting ideas of the childish mind. A little later, when his ideas have grown clearer and stronger through this imaginative representation, he will be pleased to trace the outlines in sand or, later still, to make more permanent pictures on a slate. Now, perhaps, you may reverse your little play, using the sand first, the slate next, and last of all tracing the

outlines in the air,—thus leading from the visible picture to the invisible idea, that both may become clearer.

In any of its forms, however, drawing will doubtless delight the child, for it appeals directly to his creative power, and in it he sees an apparently simple medium for self-expression which now, unconsciously, he begins to crave. All that he feels or thinks or knows he now desires to express in outward form; for he instinctively feels that the little world within himself belongs to the greater world, the larger life, without.

His first efforts to produce or create are of the crudest. His crooked, wavering outlines, his clay animals of indefinite form, his nondescript attempts at paper-cutting, might seem to the thoughtless observer useless waste of time; but the wise mother sees in them an awakening power, an idea, a spark of divineness, a promise, which makes them of prophetic value.

God's great plan of creation is to bring "great things from small." Great streams have flowed from tiny sources, great trees have grown from tiny seed, since this great world itself sprang from nothing at the Creator's word.

Knowing this, O mother, you look with love and appreciation upon the crude productions of your child and encourage his smallest efforts, that by constant exercise of his creative power it may grow into greatness.

Do not, however, be misled into placing undue value upon the production itself. All that the child makes is necessarily perishable and transient, and it is always the effort, rather than the thing made, that should delight you.

That which the child makes he understands; and, seeking knowledge of himself and life, he will soon attempt to reproduce anything and everything that comes into his experience. Guide and direct this impulse, but do not, I pray you, interfere arbitrarily with it. Thus he will learn to know himself, his powers and his limitation; to discriminate between that which is of real and lasting worth in life, and that which is fleeting and unimportant; to know good and evil, and learn to choose between them.

Ah! mother, strive to teach your child, even in the least things, to use his powers for good; for it is only by actively creating that which is good himself, that he will learn to know and understand God.

EARLY IMPRESSIONS ONE SOURCE OF WAR.

IN our early years we know war only as it offers itself to us at a review; not arrayed in terror, not stalking over fields of the slain and over desolated regions, its eye flashing with fury and its sword reeking with blood. War, as we first see it, is decked with gay and splendid trappings and wears a countenance of joy. It moves with a graceful and measured step to the sound of the heart-stirring fife and drum. Its instruments of death wound only the air. Such is war; the youthful eye is dazzled with its ornaments; the youthful heart dances to its animated sounds. It seems a pastime full of spirit and activity, the very sport in which youth delights.

These false views of war are confirmed by our earliest reading. We are intoxicated with the exploits of the conqueror, as recorded in real history or in glowing fiction. We follow with a sympathetic ardor his rapid and triumphant career in battle, and, unused as we are to suffering and death, forget the fallen and miserable who are crushed under his victorious car. Particularly by the study of ancient poets and historians, the sentiments of early and barbarous ages on the subject of war are kept alive in the mind. The trumpet which roused the fury of Achilles and of the hordes of Greece still resounds

in our ears; and, though Christians by profession, some of our earliest and deepest impressions are received in the school of uncivilized antiquity. Even where these impressions in favor of war are not received in youth, we yet learn from our early familiarity with it to consider it as a necessary evil, an essential part of our condition. We become reconciled to it as to a fixed law of our nature, and consider the thought of its abolition as extravagant as an attempt to chain the winds or arrest the lightning.

* * * * *

Must fresh blood flow forever to keep clean the escutcheon of a nation's glory? The thought of man, God's immortal child, butchered by his brother; the thought of sea and land stained with human blood by human hands, of women and children buried under the the ruin of besieged cities, of the resources of empires and the mighty powers of nature all turned by man's malignity into engines of torture and destruction,—this thought gives to earth a semblance of hell.

I cannot now, as I once did, talk lightly, thoughtlessly, of fighting with this or that nation. That nation is no longer an abstraction to me. It is no longer a vague mass. It spreads out before me into individuals, in a

thousand interesting forms and relations. It consists of husbands and wives, parents and children, who love one another as I love my own home. It consists of a vast multitude of laborers at the plow and in the workshop, whose toils I sympathize with, whose burden I should rejoice to lighten, and for whose elevation I have pleaded. It consists of men of science, taste, genius, whose writings have beguiled my solitary hours and given life to my intellect and best affections. Here is the nation which I am called to fight with, into whose families I must send mourning, whose fall or humiliation I must seek through blood. I cannot do it without a clear commission from God. Its men and women are my brothers and sisters. I could not without unutterable pain thrust a sword into their hearts. If, indeed, my country were invaded by hostile armies, threatening without disguise its rights, liberties, and dearest interests, I should strive to repel them, just as I should repel a criminal who should

enter my house to slay what I hold most dear and what is intrusted to my care.

But I cannot confound with such a case the common instances of war. In general, war is the work of ambitious men, whose principles have gained no strength from the experience of public life, whose policy is colored if not swayed by personal views or party interests, who do not seek peace with a single heart, who, to secure doubtful rights, perplex the foreign relations of the state, spread jealousies at home and abroad, enlist popular passions on the side of strife, commit themselves too far to retreat, and are then forced to leave to the arbitration of the sword what an impartial umpire could easily have arranged.

But this insanity is passing away. This savageness cannot endure, however hardened men are to it from long use. The hope of waking up some from their lethargy has induced me to recur to this topic so often in my writings.

—*Channing's Discourses on War.*

"TOGETHER."

BY FRANK L. STANTON.

"I TELL you, this here country—she 's gittin' whar she 'll do,
When the Northern bands play 'Dixie,' an' the people cheer it, too!
We 're mighty clost together when they mix the music so—
An' yet we wuz divided some thirty year ago!

"I tell you, this here country—jest take us, land an' sea—
Is 'bout as nigh united as the Lord 'u'd have it be!
We 're marching on together through summer time an' snow—
We that wuz so divided some thirty year ago.

"Together! That's the music that's ringin' to the sky—
That's what the winds is singin' as they blow the blossoms by.
Together! Hear the bands play, an' all the bugles blow—
We that wuz so divided some thirty year ago.

"Together! Sing it—ring it! Send the music ripplin' 'long,
Till the whole world hears the echoes of the swellin' tide of song!
Till the whole world jines the chorus—bands play an' bugles blow!
We that wuz so divided some thirty year ago."

—Selected.

A KINDERGARTEN "RAGGYLUG."

BY JESSIE SCOTT HIMES, OSWEGO, N. Y.



RAGGYLUG.

IT is lunch hour in a Chicago kindergarten. Nine pairs of small hands are becomingly folded, nine heads reverently bowed. All are

ready. Yes, ten are ready, for there at the corner of the table a tenth head shows, a soft, gray, furry head with long, silvery ears reaching a little above the table top. It is the kindergarten bunny, who sits erect, with paws demurely crossed, waiting for his share. He is still and patient and polite, but his "winky" nose, as the children call it, stretched up to the table's rim, bespeaks his eagerness for a closer contact with his favorite lunch of oatmeal crackers.

The children are delighted to share with him, so around the table he goes for the proffered morsels. Timid givers hold out their contribution 'twixt finger and thumb, and, as if in consideration of their feelings, Bunny stands off and reaches at a most ungainly angle, nearly toppling over from the fine pedestal that his long hind legs afford.

The more courageous children serve him from the palms of their

hands, for the fun of feeling the tickle of his little red tongue. One holds out a whole cracker and bids him take a bite—a privilege which he is not slow to accept—and to prove that he can play at "biggest half" as well as the best, with a quick jerk of the head, he pulls the cracker from the finger grasp and runs to a favorite corner. But, after a few satisfied munches, the cracker is dropped till next time; for either his mother or his stomach has taught him that light lunches, though necessarily frequent, are best for rabbit diet.

Hark! His ears turn to the door. The youngest children are already playing in the circle. He runs to see. He will go in and join the fun. But no! This is the sunny room, and here are still two groups of children for company. He will wait. Accordingly, divided between good things, he stretches himself exactly in the middle of the doorway to await developments. What though the children, going for the crumb trays, must halt and step over him with care, since there is small space left in which to walk around him! He never lifts the unconscious head stretched comfortably out on his forepaw pillow. He knows that he is beloved and that the children will permit anything. He does not dream of harm, for he never was hurt in his life. He prefers to keep always in the midst of things, and so he is quite satisfied with his position.

Cling-a-ling! The triangle rings. Chairs move back and marching begins. Bunny understands. Away he goes to the play room, and takes up

his post close to the pedals of the piano.

A casual observer would conclude at once that it was to be safe out of the way of marching feet that he chose this secure position. But for that matter there were plenty of other places where he might tuck himself away. Moreover, his habit—when in kindergarten vacations he goes a-visiting—of frisking delightedly around a musician and then lying down contentedly under the piano to do full justice to an hour's practice, has offered proof of the old legend that Br'er Rabbit was ever a lover of music.

Once, in the summer time, he came running and sat erect, paws crossed, to listen to a song the children had loved and sung every day in the springtime, but which, for weeks, he had not heard. With ears upturned he sat motionless, nor once moved his eyes from the singer's face till the song was finished. To be sure, he was brought up with the children, and song was a large part of his home atmosphere.

He had been born to the kindergarten at Washington's birthday time, when he was about half grown—a poor little runt of a rabbit whose stronger brothers and sisters had cheated him out of his share of the good things in life. However, in that they grew well-favored, they were the sooner given away, and Raggy was more than compensated by living longer with his gentle mother, who had been a house pet and was well able to educate her youngest in all matters of rabbit good breeding.

Consequently, though his back was scalloped in a vertebral design and his sides were sadly hollow, he soon proved himself to the kindergarten manner born. Cut off, as he was, when so young, from all of his kind, his social instinct had to find in children's company its satisfaction. Accordingly he so fitted himself to his human relationship that it is now his first pleasure "to be where folks be."

What a welcome he received on the day of his advent in Chicago! Traveling in a closely covered grape basket could hardly be agreeable under any circumstances, and for a frightened baby bunny whose ancestors have won first prizes for timidity by fainting at their own shadow and dying at the report of a gun, to travel eighty miles amid the joggling of the coach, the scream of whistles, the ringing of bells and the roar of passing trains, the strain must have been terrific. His heart was beating wildly, putting his whole body in a tremor, when his basket was opened and he looked out upon his new home. A circle of thirty children, sitting breathless, greeted him. His fright was evident, and it appealed to all. Not one disobeyed the cautions of their leader or by any quick movement or loud word increased the fear of the trembling newcomer.

So, out of his basket he was turned and into the new world he stepped. His never-failing curiosity at once began to restore his equilibrium. Here were so many strange things! Sniffing this way and that, he hopped about, to the delight of the children, to most of whom rabbit had meant,

heretofore, only something hung outside a butcher's shop for eating on high days.

"I saw a rabbit once," the whispers began.

"Where?"

"At Sheridan's market when I wuz"—

"Aw, but he was dead!"

"I know it."

"I know a man that shot a rabbit once"—

"But there won't nobody shoot *our* rabbit! If I saw anybody coming to shoot our rabbit, I'd"— and the awful glare of eyes and the menace of clinched fists were sufficient to express what a dire result would follow.

A *bona fide* rabbit hunter might or might not have quailed at the threat, but the effect upon the children was deep. Public sentiment was once for all determined to the protection of the rabbit. Johnny Johnson's championship of rabbit rights was announced. Devotion to rabbit needs was assured. Such a quantity of cabbage leaves, banana peels, carrots, potatoes, apples, bread, buns, frosted cakes and greasy doughnuts was poured in during the next few days as would have fed twenty rabbits and likewise ruined the digestion of them all. Mothers protested that a kindergarten rabbit was a very extravagant luxury if the best the house afforded must be carried off to him. But the bunny made a peaceful and speedy settlement of the matter by his disdain of sweets, and while the generous caterers were astonished at his taste, their own oatmeal porridge was more palatable when they learned

that he preferred oats for his breakfast.

His exquisite neatness doubtless impressed them more than they acknowledged. They never ceased to admire the spotless white of his vest,—for to the average Chicago child, white is ever a beautiful and rare color,—or wearied of watching him wash his face and "hands," dress his coat, and comb his long ears, which were pulled forward one after the other for the purpose.

It soon became a coveted privilege to sweep his dining corner, shake out his bed and disinfect his box, and such lessons in hygienic housekeeping as he afforded ought, in years to come, to serve as a public benefit.

His contentment in his new quarters amply repaid the time and care he cost. He always came running to the door to greet his playmates, and his queer leaps in the air expressed to their full satisfaction his delight in their company. That he objected to much handling was made plain by his clever way of keeping out of hand and by his wriggling when he was sometimes taken up. Nevertheless, there must have been some difference in the atmosphere on those days when a trip to the park was planning, for as if he understood, he cuddled down into his Boston bag without a murmur. He usually kept his head out to see the fun, and perhaps his dominating passion of curiosity was what kept him quiet.

His actions being the only means of interpreting his ideas, we were not always sure just what he thought about things; but the trips to the park

gave certain evidence that he considered himself a part of the kindergarten family. Surrounded by children when he was first placed on the ground, he sniffed, looked, and then cuddled into the cool, soft grass for a few minutes. This was his introduction to Mother Earth, and he owed to a grateful sense in her touch. The inquisitive instinct soon started him off, however, but he stopped every little way to sniff the fresh air, to smell up the tree trunks as high as he could reach, and to examine things generally.

A few old men, sunning themselves on the park benches, watched with great interest.

"You've lost your rabbit, now," volunteered one, and the ominous shaking of the others' heads showed their concurrence in his opinion.

But, to their amazement and to the great satisfaction of the outposts of the kindergarten who were watching somewhat anxiously, Master Bunny halted, raised himself, took his bearings, decided that he was going the wrong way, and hopped back to the group of children. So he went about in numerous small excursions, never going far from those whom he recognized as his own. The wild creature instinct to escape from captivity was not in his make-up to any active degree; so, although on the many park trips that followed he was always carefully watched, he never made any attempt to escape.

When the children were taken to the high bridge in Lincoln Park, thence to view land and sea in the hope of enlarging their extremely

limited idea of their country, the bunny went, too. He enjoyed a good race as well as any, and they all played there, high up in the pure air and sunshine till Bunny acknowledged himself exhausted and threw himself down panting, in the middle of the way, as usual.

It was hard for even a rabbit to be shut into the close air and darkness of a tenement district, and he had a long sickness in the spring. His sides, that had filled out finely, grew hollow again, for he would eat nothing, though he begged piteously of every one. No one brought the right thing. He smelled eagerly of everything that was offered, but the drug store at the corner could not furnish the herb he was waiting for. So he was sent for the summer vacation to the outskirts of the city. There he lived in a sand pile under a friendly shelter of back steps, and burrowed to his heart's content. One of his underground race ways ended in an opening on the common, where he sat one morning sunning himself and possibly meditating launching forth into the great world when, suddenly, a dog appeared and put a speedy end to such foolish schemes by nipping off the end of one ear. That may have served in part to convince him that home is best. At any rate, he forsook the door that opened to the world and returned to the retirement of the back steps, an injured but a more enlightened rabbit.

When he was returned to the kindergarten in the fall he was plump and healthy, full grown, and in full winter coat,—a soft maltese gray

with trimmings of white and dark gray shading almost to black,—a beauty, and, with ragged ear, so perfectly a counterpart of Thompson-Seton's Cottontail, that he was named for him without hesitation.

His next long vacation was spent in the East, whither he traveled as a dignified passenger. His guardian attempted to carry him in a netted bag, but Rag signified not only his high displeasure at such a proceeding but his absolute refusal to submit to it by eating his way out!

There was nothing else to do, then, but to let him sit on the seat; but, as if to make amends for his destruction of the bag, and to save himself from the baggage car, he settled down quietly into as good a rabbit as was ever seen. With never a sound and scarcely a stir, he made the two days' trip with perfect decorum. He did indeed sit up occasionally to look out at the sunlight, and once he helped himself out of a drinking cup that was on the sill. He was contented on the whole, though the roar of passing trains frightened him, and then, like an ostrich, he hid his head under the folds of his guardian's gown. He hopped about on the floor a little, but did not go far from the feet of the one he knew.

Altogether he proved himself an exemplary traveler who so won the good will of all who saw him that no hint of objection to his company was made.

In the East he still lingers, while a new and more commodious home for the kindergarten is preparing in Chicago.

Meantime Master Raggylug fills among whom are numbered the the role of house pet with great kindergarten children of an East-satisfaction to himself and his friends, ern city.



RAG AND HIS FRIENDS.

THE TWO PATHS.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

Only in good your child will find
Freedom of body, soul and mind.

IN a certain country of which I know, there are two paths. One is straight and long and narrow, but the other is crooked and goes winding in and out, twisting and turning, till you cannot see the end of it.

Now one day there came to these

two paths a little boy whose feet were swift as a swallow's wings. He was running and jumping and skipping along his way, but when he came to the two paths he stopped and said to himself: "Which path shall I take?"

The straight path was bright and clean. On either side of it grew trees that reached their branches to-

ward the sky. The tiny buds of flowers peeped out of the grass, and it looked as if it might be the very same path that led by the little boy's own home.

The crooked path was full of flowers as far as the little boy could see—which was not far, you know. They hung in great clusters from the tangled vines that twined around the trees that bent their branches over the crooked path; and they looked so bright and smelled so sweet that the little boy thought he must go that way.

He could not run along the crooked path, for it twisted and turned so that he could not see straight ahead of him; and the branches of the trees hung down so low that he could not stand straight, but had to go bending and creeping under them till his back was tired. The flowers, too, were so sweet that the smell of them made him dizzy; and when he tried to hurry he stumbled over the roots of the trees that grew out of the ground.

By and by he came to a crooked house that stood by the crooked path. The chimneys were crooked, the doors were crooked, the steps were crooked, the very nails that held it together were crooked;—and well they might be, for the house belonged to a crooked man. There he was in his crooked yard when the little boy came toiling along!

The crooked man had crept so long under the vines and branches of his crooked path that nothing he did was straight. He said crooked words and did crooked deeds, and he would n't look you straight in the eyes for any

thing, for fear you might see his crooked thoughts.

When he saw the little boy coming, he said to himself: "Here is a little boy who will be just like me some day;" and he thought he would ask him to come in.

But when the little boy saw the crooked man, he scrambled through the vines away from the path, into a wood which lay on one side. There were no paths in the wood, and he did not know where to go; so he wandered about till he came to a stream of water that flowed through the grasses.

In this stream were many tiny fishes; and when the little boy saw them he forgot his troubles and stopped to watch the fishes at their play. They darted here and darted there, and when the child put his hands into the water, one swam so close that he caught it and brought it out, that he might see it better. But when the fish was out of the shining stream it was not happy. It lay still and gasped for breath.

"What is the matter?" said the child; and he threw the fish into the stream again.

"I was in the wrong place and could not swim," called the fish, as it swam off merrily.

"I am in the wrong place now," said the little boy, bursting into tears, "and I am afraid."

"Oh! don't be afraid," said the fish, "but hold up your head and look straight in front of you and walk straight ahead and nothing can harm you."

Then the little boy held up his head and walked through the wood. He

did not look to the right nor to the left; and if the branches hung in his way he pushed them aside.

After a while he got out of the woods and came to the straight path and ran along it with feet as swift as

a swallow's wings. The sun shone, the buds were pink in the grass, the birds sang, and the little boy was glad, for he knew that he was far from the crooked man's house and very near his own home.

THE KINGDOM OF THE GREEDY.

ADAPTED* BY A. GERTRUDE MAYNARD, PROVIDENCE, R. I.

ONCE upon a time, long, long ago, when there were fairies and many other wonderful things, there was a country far away called the Kingdom of the Greedy. Not a very nice name, you will say. And was it called the Kingdom of the Greedy because every one there was so greedy? Yes, that is just the reason. The people were kindly and well behaved; but, dear me! how they did love good things to eat, especially sweets! They would eat cake all day long if they could get it; and the little children would spend every cent they had upon candy; and as for pies and creamcakes and tarts,—why, the people would eat nothing else if they could help it! They thought soup as bad to taste as medicine; and it would almost take a policeman to make them open their mouths for beefsteak or bread and butter!

The result was that nearly all the butchers, fishmongers and bread makers had to close their shops; while the pastry cooks and candy

makers could hardly fill their shelves fast enough. One day the court doctor said to the king:—

“Sire, your people look badly. If they do not stop this senseless eating of sweets, they will all be sick; and what kind of a kingdom will you have then?”

Now the king had long thought of this, and had noticed that his people were growing fat and lazy, that they had four or five meals a day, and that they did very little work. The doctor had no cure to offer for this sad state of affairs, however, and the king sat deep in thought for a long time. Suddenly, a bright idea came to him. He laughed aloud.

“Send for Mother Michel!” he said to his servants; and away they flew to obey him. Soon Mother Michel arrived. She was the best pastry cook in the whole Kingdom of the Greedy, and that is saying a great deal. With her came her wonderful cat, Fan-fan. He was as black as her stove, was a wonderful purrer and a taster of tarts. Mother Michel asked what she could do for his maj-

* From a translation by Laura Johnson in the *St. Nicholas Magazine*. The original was by P. J. Stahl.

esty the king. What was her surprise when he commanded her to make a tart as big as the City Hall,—bigger, if she liked, but not a whit smaller! When the courtiers heard this they were filled with delight; and had they not been in the royal presence they would have shouted for joy.

"It is enough!" cried Mother Michel. "In a month, sire, you shall behold the great tart!" and with a flourish of her stick she departed, her cat following.

But how was Mother Michel to make this enormous piece of pastry? All the way home she was planning and calculating. For many months the working people had been lazy, but she knew they would not fail her now. While walking home she engaged all the pastry cooks she could find, and afterwards many more. Then she asked Fan-fan to miaow. Now Fan-fan could miaow loud enough to be heard twenty miles. Mother Michel waved her crutch and called upon all the millers of the land to bring a week's grinding of fine flour. There were many windmills in the kingdom, and oh! how they began to whirl! Round and round the sails flew, day and night, with such a creak and clatter that all the birds flew away, and it is even said that the clouds fled from the sky!

The work was now fairly begun. The farmers' wives were soon commanded to collect all the fresh eggs. How many do you suppose Mother Michel wanted? Seven thousand! How many pails of milk do you suppose they were to bring? Twenty thousand! Ah! what good pasture

the cows had, and how every drop of milk was saved; for besides the milk needed, butter enough must be brought to fill four thousand tubs! Such hurry and bustle had not been known in the country for years. Mother Michel had but to say the word and hundreds flew to do their part toward the wonderful tart. Some said that Mother Michel was a witch, and others that Fan-fan worked all the wonders; but, witch or no witch, Mother Michel was obeyed.

At last the great day came when the tart was to be mixed. Everything needed began to arrive. First there was a procession of millers, each with a bag of the finest flour strapped on a little donkey. Then came the farmers' wives with the eggs. Each carried her basket on her head, for fear that if the donkeys carried them the eggs might be-jolted into an omelette! Soon the milkmaids arrived with milk and the butter; and if there had been one tiny bit of butter which was not sweet, Mother Michel's keen nose would have smelt it, and she would have pounced upon it instantly. But the butter was perfect. Next came the grocers with the sugar. As they opened these bags of sweetness, every one longed to taste; but Fan-fan watched everything with great green eyes. Last of all came a long procession of farmers with wheelbarrows of apples, peaches, plums, and berries.

All was in readiness, and the people stood in crowds, waiting for Mother Michel to begin.

"She can never do it," whispered some. "We will eat the goodies if she fails," whispered others.

The spot she chose for the building of the great tart was smooth, level ground on a hill. First, she ordered the ground to be spread with bread crumbs, the work being done with rakes and hoes. It was a great chance for the birds! Little girls began to peel and core the fruit. Little boys grated sugar. How they wished Fan-fan would go away! Mother Michel made jam and jelly in ten kettles as big as a dinner table, and she stirred them with a ladle as big as a wash boiler. For two days this cooking went on, then the sweets were emptied out to cool in a great dish as big as a lake; and, oh, joy! the children were allowed to scrape the kettles! One little boy tumbled into a kettle, but was pulled out by his mother, very sweet and sticky. The mothers beat the seven thousand eggs, and Mother Michel sifted the flour. At last the pastry cooks began to knead the dough in twenty great troughs. As they kneaded they uttered cries of "Hi! hi!" which could be heard for miles. Each troughful of dough was made into bricks, and with these bricks hundreds of carpenters began the work of building, under Mother Michel's direction. Soon the walls were up, with space left for a great door in front. There were open places inside, high and low, upstairs and down, for Mother Michel to fill with jellies. It took her two days to do this, attended by Fan-fan. Then the roof, which had been lifted by twelve balloons, was carefully placed on top.

But how should the tart be baked? The crowds waited, breathless, to see what Mother Michel would do. She

smiled and waved her crutch. Fan-fan miaowed, and lo! an army of masons came out from the forest, each with a load of bricks. They built a great furnace, with many pipes, to be filled with fuel. These pipes were soon filled by an army of charcoal burners, and then Mother Michel lighted the fires. When the smoke arose the people were wild with joy.

For two days the cooking went on. At last Mother Michel's wonderful nose told her that the tart was baked. The oven was taken down in a few hours, the people giving eager help. At last the tart stood revealed in all its splendor,—brown, crisp, sweet, delicious, as big as the City Hall, and crowned with a dome of chocolate and gold frosting!

The people shouted for joy. They laughed. They cried. They hugged each other. They made a great circle and danced about the tart; but no one touched it until the king arrived and made his speech. He said:—

"My children, you adore tarts. You despise all other food. If you could, you would eat tarts in your sleep. Very well. Eat as much as you can. But know this: so long as the tart lasts, no other food is to be eaten, under penalty of imprisonment for life. Greedy ones, behold your tart!"

In spite of the king's threat, the people were as joyful as before.

"Long live the king!" they shouted. "Long live Mother Michel and her cat! Long live the tart! Down with soup! Down with bread! To the bottom of the sea with all the beefsteaks, chops and roasts!"

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Then the king's soldiers dug out a great piece from the wall of the tart, and it was served to the people. They ate it in great mouthfuls, as greedy people do, and found it most delicious. The children were so smeared with frosting and jelly that they ran to the river to wash their faces and hands, and the water of the river was sweet for a month, to the great surprise of the little fishes!

Three times a day for three days the people feasted. But the fourth day it seemed to the king that not all of them were at hand when the tart was cut. The next day, only about half of them came. The next, only twelve. And on the seventh day of the cutting of the tart, only one person was to be seen! His name was Patapouf, and he was the fattest, greediest man in the kingdom. He ate his big piece alone, and on the eighth day, even he was not there.

Where were all the people? Ah, my children! they were at home. They were on sofas. They were in beds. I cannot half tell you how wretched they were. They did not want any more tart! The very sight of it made them groan. They tried not to see it; but there it was, high on the hill, and they had to close doors and windows and draw the curtains to shut it from sight. Nobody walked the streets. Nothing could be heard but sighs and groans and cries of: "Oh, for a bit of bread! Oh, for one mouthful of soup!" Even the drink-

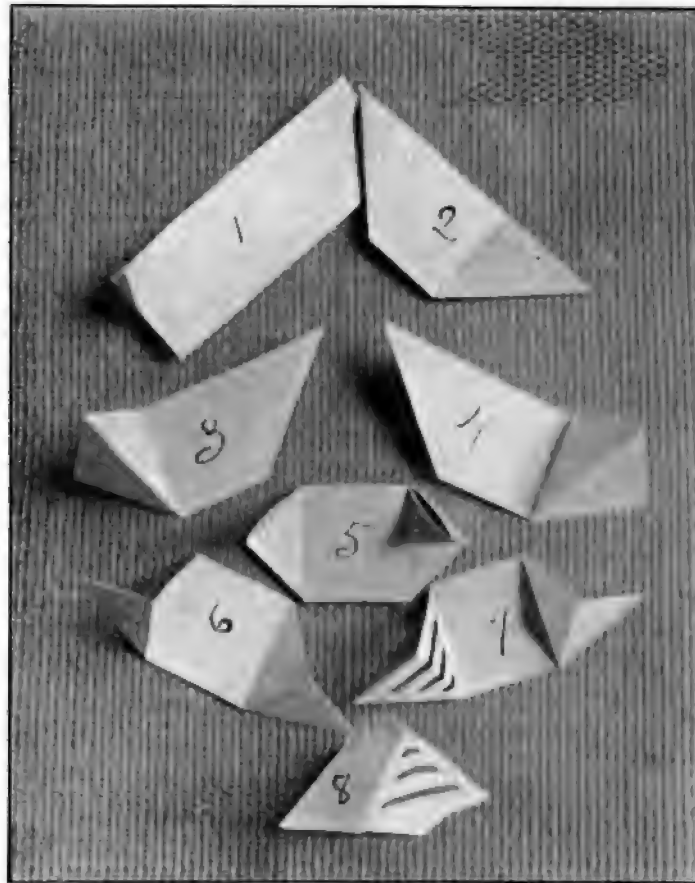
ing water had become sweet, and the cloying odor of the now-hated tart filled the air. Finally the king visited them, but to the people's cries for bread or meat or soup or porridge, he said: "No, indeed! *There is more of that tart!*" At last, however, he took pity on them; and one happy day Mother Michel cooked a great kettle of soup, every bit as good as her pastry. The soldiers took it around to the houses, and gratefully, joyfully, the people ate it. How good it tasted! And how delicious was the bread that came the next day! Never more did the people care for sweets. Gladly did their thoughts turn toward good earnest labor.

"O king!" they cried, "if you will let us destroy the terrible tart, we will never ask for anything sweet again!"

The king made no promise, but, strange to say, the great tart vanished the very next night, and with it Mother Michel and Fan-fan! And ever since then the rosy-cheeked children of the kingdom—no longer called the Kingdom of the Greedy—eat, instead of candy, long sticks of bread with raisins in it.

"And are we to eat no candy?" you ask.

Oh, yes, dear children, eat candy if you wish. But I will say to you what the king said to his people very often: "Sweets are well enough; but there is reason in all things."



CHICKEN COOP. A SEQUENCE IN PAPER FOLDING.
BY MRS. NORA H. MILLSPAUGH, LOS ANGELES, CAL.

THE MERRY-GO-ROUND.

A CIRCLE GAME FOR ANY NUMBER OF CHILDREN, BY MARTHA FREEMAN, PROVIDENCE, R. I.

THE children first join hands and form a circle. Each one chooses the animal or seat he is to ride on, the whistle blows, the children walk slowly around, and as the steam increases in power, the children increase their speed of walking until it becomes a lively run. Then the whistle blows, and gradually the run changes to a walk until the merry-go-

round stops; all jump off and run to mother—maybe to get five cents for another ride. The music may be two-four or six-eight time, adapted to suit changes of speed in the game.

The children in our kindergarten have so thoroughly enjoyed this simple game, that we pass it on, hoping that other kindergartners will try it and that their children will enjoy it.

BEAN-BAG GAME.

TUDOR JENKS.

ELLEN C. HALL.

Bean - bag, bean - bag, Fly - ing toward the sky, Come and let me catch you,

The first system of music is in 4/4 time, key of B-flat major. It features a vocal melody on a single staff and a piano accompaniment on a grand staff (treble and bass clefs). The lyrics are written below the vocal staff.

Do not fly so high. Now I send you back a - gain, Do not fly too low ;

The second system continues the melody and accompaniment. The lyrics are written below the vocal staff.

Fall in - to my hands and then Up a - gain you go.

The third system concludes the piece with a double bar line. The lyrics are written below the vocal staff.

Words used by permission of TUDOR JENKS.

KINDERGARTEN REVIEW.

A Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, ONE DOLLAR A YEAR.

SPRINGFIELD, MASS., MAY, 1904.

Subscriptions, advertisements, and other business communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

MSS., books for review, and all communications intended for the

EDITORS, { EMILIE POULSSON
LAURA E. POULSSON
Should be addressed,
LEICESTER, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Foreign postage 4 cents a month.

Entered at the Post Office, Springfield, Mass., as second-class matter.

EDITORIAL COMMENT.

THE PROMISED BIOGRAPHY of Miss Elizabeth P. Peabody, by Mr. B. Pickman Mann, will not lack a welcome from many quarters, and kindergartners will assuredly rejoice when a work is available which will furnish a complete account of the life of this venerated kindergarten pioneer. In the meantime the REVIEW counts itself fortunate in the reminiscences and tributes it has secured in commemoration of the one hundredth anniversary of Miss Peabody's birth. They show Miss Peabody's noble spirit and high ability, and are refreshingly free from that undue attention to unimportant eccentricities that often distorts attempted portrayals of her. It is surely time to turn the light full upon Miss Peabody's rare character and powers, and for

kindergartners especially to cherish the memory of her inspirational value and of her self-sacrificing nurture of the kindergarten among other struggling causes.

Much of the material in this number, concerning Miss Peabody and the seed-time of kindergarten thought, we owe to the painstaking kindness of Miss M. Elizabeth Lombard of Boston, an early graduate of Miss Garland's and Miss Weston's training class.

"NO GREAT MONUMENT has been erected to her memory," says Mrs. Cheney in her reminiscences of Miss Peabody. Better than any memorial statue or structure, however, is the Elizabeth Peabody Kindergarten Settlement, now entering its ninth year. This form of memorial was chosen as being the most fitting that could be devised, and events do not disprove the wisdom of the choice.

The beneficent ministry of the house has somewhat the same comprehensive character of her own benefactions, reaching young and old, Jew and Gentile, Protestant and Romanist. The House is recognized by the schools in its neighborhood as a collateral educational force, but able, of course, to do some things that the schools cannot do. For a description of Elizabeth Peabody House and activities carried on there, we refer our

readers to an article written by its head resident, Miss Caroline F. Brown, in *KINDERGARTEN REVIEW*, October, 1901. Membership in the Elizabeth Peabody House Association is three dollars a year. Will not some kindergartners or kindergarten associations, not yet members, either become members or make a gift to the association in Miss Peabody's memory now in this memorial year? The treasurer is Mr. Boylston A. Beal, 95 Journal Building, Boston, Mass.

THE FIRST SPECIMEN of Froebel's Second Gift made in the United States, and two explanatory manuals, are now the property of the Eastern Kindergarten Association, Boston, which is beginning, in a small way, to make an historic collection. This Gift was manufactured under the direction of Miss A. Q. T. Parsons, from descriptions in German books, Miss Parsons not having seen a Second Gift at that time.

THE MENTION in Miss Jarvis's article of the recalled *Guide to the Kindergarten* sent us to our book shelf, and lo! our copy, unread since pre-student days, proves to be one that escaped the penitent author's destructive grasp. It bears the date of 1864, and is therefore from that early edition which Miss Peabody felt contained mistakes and might lead its

readers astray. The dingy, forty-year-old volume does not, in these days of easy access to Froebelian writings, seem dangerous enough to be destroyed, but is, on the contrary, invested with interest as a somewhat rare relic and as a reminder of Miss Peabody's conscientiousness.

COMPLETE FILES of *The Kindergarten Messenger*, edited by Miss Peabody, cannot be very numerous; but, if they can possibly be obtained, every library paying due attention to kindergarten literature ought to secure one. Not only do they contain precious material for the future writers of kindergarten history in America; they are also filled with a spirituality and enthusiasm specially potent for influencing educators of young children.

Miss Peabody had her struggles in maintaining the *Messenger*. The list of subscribers was never long, and not all of the subscribers were so good as to pay their dues. When bills for printing and paper became pressing, and when compelled to face the financial prospect on undertaking a new year, Miss Peabody's communications to her subscribers were models of considerate and polite urgency. She records that one year the little magazine covered its own expenses, but this did not happen twice! Although all her own service was

given free, there was much financial worry connected with the enterprise, and she was often grateful for kind help received from one or another of her friends.

The Kindergarten Messenger appeared first in May, 1873. It continued through 1874 and 1875, but for the next year was merged into the *Journal of Education*. This arrangement not proving satisfactory, Miss Peabody again (January, 1877) took the *Messenger* into her own hands and it ran throughout that year. Then, as the thousand desired (and needed) subscribers could not be obtained, its publication ceased and the *New Education*, conducted by Mr. W. N. Hailmann, was used as the kindergarten medium.

THE SOUTH SCHOOL, Hartford, Conn., has six kindergarten classes, and we learn with pleasure that each child is to have this year a 3x5 foot garden plot of his own instead of only a share in such a plot, as was the arrangement last year. The same school has four first grade classes, and in response to their desire, 160 individual garden plots are to be laid out for the children of that grade this spring. School gardens do not increase at this rate perhaps in many schools; but what a happy fact it is that the movement is gaining advocates rapidly and that the garden, so delightful and recreative an adjunct

to the school, has demonstrated undeniably its value as an educational force!

A LITTLE THREE-YEAR-OLD had slapped his sister, and his mother was talking to him very gravely about it, telling him that God did not like him to slap his sister. "Does n't God want me to slap anybody?" asked he. "No," said his mamma. "Does n't God like *anybody* to slap anybody else?" Being answered "No" again, he looked at his mother with a gravity equal to her own and said: "Then, mamma, God does n't want *you* to spank *me*!" His mother has not spanked him since;—her punishments have taken other forms.

A PROFESSOR OF PEDAGOGY—one who is wholly in favor of kindergarten—said recently that he had visited many kindergartens and talked with many kindergartners and kindergarten students; that he had seen excellent work, a sympathetic understanding of children, and a fine spirit of devotion, but had found that a great many kindergartners as well as students were, mentally, "in a state of muddle," as he expressed it. This was due, in his opinion, to the amount of undigested mental food with which they were burdened,—the philosophy, psychology, and what-not with which they had been too hastily gorged during their training course.

The very same criticism—of the lack of clear thought—comes often from inside the kindergarten ranks. This lack, as evidenced in muddled English, was much discussed at the N. E. A. meeting of 1902. It is but just to say, however, that constant effort is being made in the training classes to select only such students as are well prepared for the study, to clarify the teaching given, and to eliminate non-essentials. Simplifying the hand work required, in sewing, weaving, paper folding, etc., is one way of gaining more time for the study of the difficult subjects that must be included in the course; but Froebel's system is a whole; and since it is not only explained in language but demonstrated through the Gifts and Occupations, omission or too much abbreviation of the work in these, deprives the student of a necessary part of the help Froebel provided for the understanding of his system. If the system is presented thus incompletely and with the inter-relation of its parts disturbed, is incomplete knowledge and mental confusion an unnatural result? Simplifying in a mistaken manner ends in mystifying. The main cause of the "state of muddle" is, however, the one to which our critic attributed it,—undigested intellectual food.

GERMANS are very fond of rhymed mottoes and adages, and a curious

traveler may gather an interesting stock of them from *Gasthaus* walls and all sorts of unexpected places if he keeps on the lookout for them while in Germany. In private houses mottoes appropriate to the household are sometimes embroidered on strips of washable canvas which are then stretched tautly over the edge of closet shelves; thus those who go to the closet may cull a pleasant thought from it if they wish. Since kindergartners have closets or storerooms under their charge, it was perhaps for them that a kindergartner, *Tante Gabriele*, put into rhyme an adage which she thought applicable. We copy it from the German magazine *Kindergarten*:—

*Ordnung muss in Fach und Schrein,
Ordnung auch in Denken sein.
Schlecht ist Kopf und Haus bestellt,
Wo alles durch einander fällt.*

In order keep both shelf and drawer;
In order, too, your mental store.
Ill-kept the house, ill-kept the mind,
Where to disorder all's consigned.

The German words, done in illuminated text or on an inconspicuous card, might be a good reminder to have hanging on the closet or storeroom door. Would they not also be appropriate as an introductory motto for the note-books of domestic science students?

WANTED. Copies of *The Kindergarten Messenger*, as follows: 1873, numbers 1, 9, 10, 11, 12; 1874, number 1; 1875, numbers 4, 6, 7. Any person having an incomplete file or duplicate copies is requested to communicate with Miss Emilie Poulsson, Leicester, Mass.

A GERMAN KINDERGARTNER'S JUBILEE YEAR.

FRAULEIN Eleonore Luise Heerwart was born in Eisenach, Thuringia, Germany, February 24, 1835. For over three hundred years the Heerwart family has been one of the first of that town, tracing back earlier to Coburg, and earlier still to Augsburg in Bavaria. Old chronicles say that the family possessed the title of count in Austria and Bavaria. It is a strange coincidence that Fräulein Heerwart's ancestry on her mother's side also reaches back to Augsburg at the same period as her father's, and that in both families there were then councillors of state.

Fräulein Heerwart's father, who was director of the law courts and also a councillor, died when she was four years old. Her mother was highly cultivated, speaking French, singing in Italian, and playing the piano fluently. Every one respected her, her advice was much sought, and she was beloved by all her relatives. There were six children in the family, and the little Eleonore grew up in a very happy and congenial atmosphere. She is now the sole survivor of the Eisenach Heerwarts.

During the early years of Fräulein Heerwart's childhood the family lived at the country seat of her grandmother; but between the ages of eight and fifteen she attended the "girls' upper school" at Eisenach, being at

the head of her class when she left. At fifteen and a half she was confirmed, and then received private lessons in French, history, literature, music, and drawing. Her desire to learn Italian could not be gratified because no teacher was available. After a couple of years of private study, she was sent to spend some months in Meiningen with a cousin who had the reputation of being an elegant lady,—one whose polished manners could not fail to impress themselves upon a young girl.

On returning to Eisenach some lessons were resumed, but there were also parties, balls, visits from favorite cousins at the home, and other social intercourse. In the spring, after a visit paid to a brother of Fräulein Heerwart in another town, by herself and her mother, the latter became seriously ill. The daughter remembers reading to her the announcement of Froebel's death (June 21, 1852) in the newspaper. Two weeks later the beloved mother was dead, and the seventeen-year-old daughter felt that life was indeed a blank.

A choice of homes was now offered to the motherless girl. An older sister was established in a small home of her own, well cared for by the housekeeper who had served the Heerwart family for thirty years. Here the younger sister would naturally be

welcome. An uncle, her guardian, opened his doors to her. But it was thought best that she should go to the home of an aunt, her mother's sister. There she was allowed much liberty, though she made herself useful about the house and with her aunt's grandchildren.

But there was not enough in the new life to satisfy her. She longed for more opportunity to improve; so she wrote to her uncle that she wished to go somewhere to study and to become independent. Only one training college, and that of the most orthodox kind, then existed in Germany. When Fräulein Heerwart heard, therefore, that an acquaintance in Eisenach was going to Keilhau to receive kindergarten training from Frau Froebel, her determination at once was: "I will go there, too!"

Fräulein Heerwart was already familiar with the kindergarten, having often visited the one in Eisenach, which was in charge of Fräulein Julie Trauberth. This kindergarten had been founded in 1847 by Dr. Mey, the principal of the girls' school already spoken of, and it is now the oldest in existence. Fräulein Heerwart recalls seeing Froebel in company with Dr. Mey when Froebel was lecturing in Eisenach and when he thought of establishing himself there. She also saw him at Liebenstein and Marienthal, when she visited relatives at those places.

Acceding to his ward's ardent request, her uncle wrote to Keilhau, and Julie Trauberth wrote also; but the reply came that there was no room. Nevertheless, letters were sent

again, and Fräulein Heerwart was finally accepted, Middendorff thinking: "She is evidently in earnest. We *must* take her." So she and the other young girl traveled by rail and coach to Keilhau, May 7, 1853.

That year at Keilhau has been described by Fräulein Heerwart in *Reminiscences of 1853-4*, *KINDERGARTEN REVIEW*, April, 1898. During the year, Middendorff, Froebel's dear friend and chief successor in the work, died; and the kindergarten training at Keilhau was soon given up. Frau Froebel went first to Dresden to carry on the work, and afterwards to Hamburg, where she remained until her death in 1901.

Fräulein Heerwart, after receiving her (six months') training and subsequently assisting Frau Froebel somewhat in the teaching at Keilhau, accepted a position to teach a young girl of noble family in the north of Germany. Owing to the edict (1851) that the Froebelian teaching was to be suppressed in Prussia,* she was requested, after having been installed in her position, not to say that she had studied in Keilhau. But she preferred to resign rather than "strike her colors." The result was that she was urged to remain, but had to undergo an examination which was to determine whether she were atheist, heretic, or what. A councillor made the journey from Berlin to conduct this test. His verdict regarding her and her teaching was satisfactory, and she remained with the family until the young girl's confirmation.

* Through the valiant efforts of Baroness von Marenholz-Bülow and her friends, this edict was revoked in 1869.

Her next position was on a neighboring estate, where she took charge of the education of four children, remaining with them until the eldest was engaged to be married. During those four happy years she visited Frau Froebel in Hamburg, took part in kindergarten meetings, and corresponded with friends at Keilhau.

The year 1860 was spent in Eisenach, carrying on a successful course for mothers with Julie Trauberth and Augusta Möder. In 1861 she went to a kindergarten position in Manchester, Eng., where she made the acquaintance of Madame du Portugall, who also had a kindergarten there. From Manchester she went to Dublin to establish a kindergarten. Beginning with two children (whose parents were of the Society of Friends), she had in twelve years a flourishing school of eight classes with the kindergarten as the basis. This school she was obliged to relinquish in 1874, the work having outgrown her strength. Going to London, she found there an awakening of interest in the kindergarten cause, and she was at once engaged by the British and Foreign School Society to train kindergartners. Later she became one of the founders of the Froebel Society. In 1883, her health again giving way from overwork, she retired to Blankenburg, the little village in Thuringia where Froebel established his first kindergarten; but while there she was recalled to London by the British and Foreign School Society to arrange their (Froebelian) exhibit for the Edinburgh Exhibition. This exhibit gained the gold medal.

Fräulein Heerwart remained in Blankenburg until 1889, working hard (but fruitlessly, she felt) to have the kindergarten make headway there. In March, 1889, she performed a good work by saving Froebel's birthplace, the historic parsonage at Oberweissbach, from being pulled down. (For her description of this achievement, see last part of article, *Some Details of Froebel's Life*, KINDERGARTEN REVIEW, January, 1903.)

From Blankenburg, Fräulein Heerwart went to Eisenach again, where she held private classes for kindergartners, and founded the *Allgemeiner Kindergärtnerinnen Verein*. In 1899 this Verein held a meeting in Blankenburg, at which Fräulein Heerwart proposed the founding of a Friedrich Froebel Memorial House in that village. There were great rejoicings over the project, and Fräulein Heerwart, as president of the society, went back to Blankenburg to live, in order to push forward the plans. As time went on, however, she became again impressed with the conviction that Blankenburg was unresponsive and discouraging, and she felt that a less remote place would be better for the Memorial House. Ill and disappointed, she was induced by her friends to move back to Eisenach and live among them. The headquarters of the Verein are now established there, and it is Fräulein Heerwart's hope that the Memorial House will also be located in that city. The establishment of this house, and particularly of the Froebel Museum, which is to be connected with it, is a

matter of deepest interest to her. It is she who has gathered and preserved the historic objects, original manuscripts and autograph letters of Froebel, of which there is now no inconsiderable collection. Every cause needs some appreciative cherisher of its past, and the kindergarten cause is fortunate in having so ardent and indefatigable a seeker for old kindergarten treasures as Fräulein Heerwart.

Another service that she has rendered and still renders to the kindergarten is to contribute to its literature. Her books are naturally not as well known in America as in Germany and England. The largest and most important is the book entitled *Froebel's Theory and Practice*, with which American kindergartners would do well to acquaint themselves. It was written in 1897, and is dedicated to Dr. William T. Harris.

1904 rounds out fifty years of varied and efficient service to the kindergarten on the part of Fräulein Heerwart, and she is now in the seventieth year of her age. Only the barest facts of her career have been noted in this slight account. She still has good courage for life's duties, and hopes to continue in the work until God calls her to another life. May this year, her jubilee year of active devotion to kindergarten, be golden-bright with happiness; and may the appreciation that is felt for her by kindergartners in many parts of the world be a source of heart-warming gratification to this staunch conservator of the Froebel tradition.

AN ANNIVERSARY GIFT.

By M. M. GLIDDEN, BROOKLYN, N. Y.

A year ago, while studying with Fräulein Heerwart, the conversation turned upon American kindergartners, and Fräulein Heerwart spoke of the pleasure it had been to her to meet those who had visited her in Eisenach. She added that she had always hoped to visit America but now no longer expected to; that she had read of many American kindergartners whom she never expected to see; that she wished she might even see their pictures, so as to gain a more definite idea of their personality. I then and there resolved to make a collection of photographs of eminent American kindergartners for her, if I could.

Upon my return to America, I consulted with a number of leading kindergartners. All thought the plan I outlined a happy one, namely, to gather together these photographs in an album and present them April 21st, on Froebel's birthday, the fiftieth anniversary of Fräulein Heerwart's graduation as a kindergartner, or the 22d, which is the twelfth anniversary of the founding of the German International Kindergarten Union.

Extracts from a few letters will show the spirit in which leading kindergartners have responded:—

"I certainly will attend to your request at my earliest convenience. In order to procure the album meant to contain the photographs, let me know how I can partake in the same.

"MARIA KRAUS-BOELTE."

"The plan to recognize Fräulein Heerwart's fifty years of service is an excellent one. I approve heartily of sending the photographs of leading kindergartners to her, and shall be very glad to send one of my own, etc. LUCY WHEELOCK."

"I shall be very glad indeed to co-operate with you in any way to honor Fräulein Eleonore Heerwart on the fiftieth anniversary of her devotion to the kindergarten cause.

"PATTY HILL."

There has been but one drawback to the plan. The album could not be a gift from the International Kindergarten Union and be sent before the next meeting of the I. K. U., the last of April, for the matter would have to be officially acted upon; so it must go as a personal gift from the kindergartners, who have gladly joined hands to show their affectionate regard for Fräulein Heerwart and their appreciation of her splendid service to the kindergarten cause.

SEEKING information may mean a moment's shame; but not to learn is a lasting shame.
—*Japanese Proverb.*

GARDENS OF KINDERGARTEN CHILDREN.

BY MARGARET LAIDLAW, HARTFORD, CONN.

"A garden is for a child an enclosed portion of nature, in which, by the impressions of beauty and by painstaking efforts to be useful and good, he may not only learn as in a school of morality, but his soul may also open to receive its first religious impressions."

WHEN I came to Hartford a year and a half ago, the lot south of this school (the South School) was being cleared of some old and unsightly buildings.

I think that the idea of having school gardens was in the mind of our principal at that time; but the pleasure of making the beginning and

really working in such a garden was reserved for the kindergartners and children of 1903.

Just after our spring recess I asked if we might use part of the land for a garden. "Yes," came the answer, rather reluctantly, "but it means work, and we must not have a failure."

A man was hired for the digging. As every spadeful of earth was turned over I was told that it was useless to proceed, since we could never grow

anything there. The soil *was* poor, most of the lot being filled ground; but we raked out all the clay, broken brick and old plaster and used them as the foundation of our mounds, where I saw future beauty of trailing vines. The mounds were afterwards set out with petunia plants and nasturtium seeds, with canna bulbs in the center. They have been a shower of beauty all summer.

very little children it was thought best to have one long bed, 5x40 feet, in which they could all work together. (They planted corn, which was a great success.) As the beds were dug a plentiful supply of fertilizer was put on each bed and spaded in. After that the children did their own work, digging and raking the earth until it was in good condition for the seeds. We planted seeds May 17.



KINDERGARTEN GARDENS, SOUTH SCHOOL, HARTFORD, CT.

The first night after the cannas were placed in the mounds, one was taken out. It was missed and the loss reported to me by teachers, children, and janitors, who reminded me that we could never expect to keep anything there. The next day we replaced it with two others, and not a plant has been taken since.

The beds were 3x5 feet, with paths three feet wide between. For the

Lessons on the seeds—how to place large ones, to scatter the finer ones and to arrange others in straight rows—had been given before the children went into the garden.

We planted morning glories, sweet peas, and nasturtiums near the fence. They were doing well when the fence had to be moved and they transplanted. The birds nipped all our first shoots of green peas, and to them we

must attribute also the loss of some of our seeds. Now I think I have given enough of disappointments or discouraging times.

The lettuce, radishes, and beans were up the first week, and the little bands of sprinklers were at their work every day. The corn grew and was the wonder of the neighborhood. Farmers looked at it with admiration, and those who discouraged our first efforts had to admit that everything was growing finely. The radishes were ready before school closed and were taken home by the children. Lettuce was abundant all summer. The beets grew splendidly. Butter beans and string beans bore well. The summer squash vines seemed never weary of growing squashes. It was these squashes and the green pumpkins that our neighborhood boys could not resist. Things were generally left unmolested, but these were not allowed to stay on the vines. Was it the color? Certainly other things were of more value than the squashes. Lettuce, beans, and beets were allowed to ripen, and I distributed them to the helpers. The green corn was a great pleasure. Some of the children who had helped to plant it had the privilege of taking home several ears. The popcorn matured well, and we hope to pop some of our own corn for Thanksgiving.

The flowers were slower in getting started and did not make much of a showing until after school closed. But the children had an opportunity to see the results of their planting in the fall. We had flowers for our kin-

dergartens and often a bouquet for one or another of the school classes. The children have also picked and carried home a number of bouquets.

I went to the gardens nearly every Saturday, and always found ten or fifteen children waiting for me whose ages would range from three to twelve years old. The older children pretended to help the younger ones, but really they liked the work for itself. They soon learned which were weeds, and seemed never to tire of carrying water for watering the beds. The fun of sprinkling seemed to compensate them fully for the labor.

While the children and I were weeding and sprinkling the gardens we got very well acquainted. I learned a great deal about child nature as we worked together, and enjoyed every moment spent in the gardens.

Two boys made racks for vines, and said: "Now the vines will grow better. They could n't grow on the ground as well."

After the work was done and the tools put away, we would pick flowers. I was delighted to see the real love for flowers shown by the older boys as well as by the girls and little children. They would tell me of friends who were sick, and then we would pick special bouquets for these friends. All had flowers to take home for Sunday.

One day two little girls asked if they might have some flowers for a baby who had died. We picked our fairest that day, and, knowing the home, I feel sure that they were appreciated.

I have carried big bouquets of flowers, and bunches of fresh lettuce and beets, to the tenement houses near, and the gratitude expressed for them was of the warmest. I think the gardens were enjoyed by the neighborhood through the entire summer. I have often walked over early in the evening and found people, young and old, walking up and down the paths commenting on the vegetables and flowers. They seemed to be really interested in it all.

The children of the different grades take a walk occasionally through the gardens to notice growth, and we have been able to provide different things for the nature and art work through the school.

The happiest day for one boy was when he dug his potatoes. He brought the potatoes last May, cut them up so as to preserve the eyes, and planted them in six hills. He was interested in the plants, and watched well for their enemy, the potato bug; but when the plants died down, he seemed to forget about them. His surprise and pleasure at finding new potatoes where he had planted pieces of old ones, was good to see. Four classes had a chance at digging that day.

To sum up our experience of one summer:—

In the first place, I feel that we have only made a beginning. We have not solved the problems that will confront us when six classes instead of four are to be considered.

We feel the necessity of each child's having a plot of his own. Two or three children to one garden bed is disadvantageous. We should like

each child to have the products of his plot to do with as he pleases, and we also feel that each child should come once or twice during the summer to take care of his garden.

We have good tools and sprinkling cans, and the best of seeds. Some of the older children have made gardens in their yards, and have asked me for seeds and slips to grow at home. During the fall the seeds were in demand, and I feel sure that they are being saved for the spring planting. The children in the kindergarten have picked the seeds, and some have made boxes with covers to put their seeds away in. They have watched the round of growth from seed to seed.

A child values that which has cost him effort. The cultivation of plants calls forth a child's best activities, teaching him care and patience, and repaying him with possessions of value. We want the children to work in their gardens for the very love of it, and to learn something of how plants grow. The best way to accomplish these ends is to have the children plant the seeds, and care for the plants and watch them closely. The work is so simple that young children enter into it with delight. We must have the children begin when young, because early impressions are deep, and fundamental habits are early formed. Let these habits be of activity, care, truth, and industry.

Manual training, so-called, is good; but work with soil and growing things in the fresh air and sunshine is better. In connection with outdoor gardening, birds, butterflies, bees, caterpillars, worms, and other of

God's creatures are brought nearer to the children. They are better understood. The children have seen them and learned their names, habits, and use in the world.

"No one can love nature and not love its Author.

"The child that plants a seed or cares for the life of an animal is working hand in hand with nature and the Creator, and is laying the surest possible foundation for a religious character."



LEAVING WORK.

THE MENTAL ACUTENESS OF CHILDREN.

BY WILLIAM D. MURRAY, NEW YORK, N. Y.

ONE mistake we often make in dealing with children is that we assume them to be naturally dull. Of course they do not understand ideas in no way related to their men-

tal attainments; but there are few people who have not been surprised by the quickness of some child minds. We do well occasionally to emphasize the fact of this quickness, for we often

see children treated as unreasoning creatures. They do reason, and sometimes in a most startling way. A little friend of mine named Alice, eight years of age, had begun to doubt the existence of Santa Claus. On Christmas she found among her presents a box on which her name had been written. The next day she went to her mother and said, "Mother, how do you write Alice?" Her mother wrote it for her. Then she produced the box on which her name had been written, presumably by Santa Claus, and triumphantly exclaimed, "And you wrote this one, too." This was worthy a prosecuting attorney!

Sometimes children realize a situation more quickly than we imagine. At the time Prince Henry was visiting this country, and the newspapers were telling how the President's daughter had christened the German emperor's new yacht, the Meteor, a little four-year-old girl was walking along the street with her mother. Seeing a bottle, she picked it up and dashed it to pieces on the stone sidewalk, saying, "I name thee Meteor." She had heard the account read from the newspaper and had understood it.

Sometimes it is a humorous situation that strikes a young mind. A friend of mine was teaching a class of ten-year-old boys in a mission Sunday school. He was doing his best to show them that they ought to be kind and gentle. "Now, boys," he said, "what do you suppose your mother would do if, before you go to school to-morrow morning, you should say,

'Mother, what can I do for you this morning?'" Quick as a flash came the answer from one young rogue, "She'd send for the doctor!"

A six-year-old boy had gone to bed. After awhile his mother called up to him, "Teddie, are you asleep?" and the answer came back, "Would you believe me if I said I was?"

A small boy was once amusing himself, with that cruelty which seems native to some children, by pulling off the legs of a grasshopper. His mother remonstrated with him, and said, "What would you do if some giant should pull off your legs?" "I'd get crutches," was the calm reply.

During the war in South Africa, at least one tiny American realized the need of the natives, for his father was astonished to hear him add to his prayer one night, "O Lord, get the Boers to advertise in their biggest newspapers for a hundred George Washingtons."

A lady in the White Mountains last summer fell in with one of the farmers' boys. Talking with him she finally said, "Well, when you grow up what would you like to be?" He had evidently thought over the subject, for he answered decidedly, "A summer boarder."

It is not safe to assume that these little ones know very much, for we are often startled by evidence of strange misconceptions; but it certainly will not do to assume that their minds are sluggish. Approached in the right way, on their own level, the response is quick and sure.

CHILDHOOD.

BY KATE LOUISE BROWN, BOSTON, MASS.

As the flower lifts its chalice
From the common, humble sod,
And the sweetness of its being
Goes like incense up to God;

So the trusting heart of Childhood
Does the heart of Man enthrone;
Worships, wonders, looks in loving
To the lives above its own.

Why should we, O Perfect Father,
Stand so fair in Childhood's sight?
We are but thine older children
Wandering blindly from the light.

Oh, the lesson set before us!
May we home its grandeur take;
May we live as thou wouldst have us,
For our own and Childhood's sake.

Little eyes look up in loving,
As we, Father, look to thee!
In our faces may the children
Love Divine and patience see.

So when darker days come round them,
Like some faithful light be set
One dear face that never spurned them,
Love that never could forget.

Little eyes look up in loving,
As the flowers from the sod;
May the children in our faces
See the Perfect Love of God.

ROPE WORK.

BY HARRIET S. WARREN, PLYMOUTH, MASS.

ROPE work is with us an experiment,—and so far a successful one that we venture to make known our attempts and share our pleasure. Our first use of rope was as a substitute for reed in weaving small baskets. So easily is this material handled that the older kindergarten children soon become very skillful, while many of the younger class do not find it difficult. For kindergartners unfamiliar with basket work, the following details concerning it will be necessary.

First, there is the wooden bottom about half an inch thick, any size or shape desired, with holes (to suit the reed) around the edge and about half an inch apart. So far, we have used a round bottom three inches in diameter, a square one of three inches, and an oblong three by six, with reed number three cut in seven-inch lengths. One point is important; namely, that for beginners the number of holes should be *odd*, as otherwise two strands are necessary in weaving. If this is not clear, try it, and you will instantly see that the “over one, under one,” which in basket work becomes “front, back,” or “in, out,” does not come out right with one strand, unless the number of holes is odd. After a little experience, two strands can be managed,

the alternating of colors being very effective.

Having cut the reed, each child may dip his pieces in glue (mucilage fails) and insert them in the holes. The basket skeleton is then left to dry. Care should be taken to procure the best quality of reed, as it is liable to split or break. Before weaving, the skeleton must be wet, that the reed may be pliable, but wetting the base must be avoided lest the work of the first lesson be undone.

Following these preliminaries comes the work with the rope, “lobster twine.” Once started, “front, back,” a well-shaped basket soon results. About six yards of twine are needed when a three-inch bottom is used. The finishing touch,—turning in the reed ends,—looks difficult but is not, for the ends will be found to slip easily through the rope, as they will *not* do through the reed in the all-reed basket. This turning in may vary a little. If the basket does not flare, push the ends far down. If it flares, a border of loops is prettier. While the plain rope is pretty, if colored can be obtained for borders and alternation it allows great variety. Braided or twisted handles are sometimes an improvement.

Our second experiment has been in making rope mats, large and small.

For the large mats, we have a stout wooden frame, eighteen inches square, having firm metal pegs an inch apart on which the foundation is fastened. After the rope is cut into eighteen-inch lengths, the children are soon busy weaving. While the weaving is all the child's work, we have not yet discovered a way simple enough for him to finish off the ends, but we ourselves run either rope, twine, or, on the small mats, silk binding ribbon along the edge, making a buttonhole stitch. To fringe a large mat is quite a task, and the evenly cut ends are more satisfactory.

For the small mats we have frames seven inches square. If the frames cost too much, the regulation kindergarten tile will be found to answer well. Metal pegs should, however, be substituted for the wooden ones, as the latter are not strong enough. Many of the suggestions for raphia may be carried out with lobster twine,—the covering of rings, etc. With larger rope little brooms may be made, the handle braided, the brush fringed. Our principal work has been with baskets and mats, but we anticipate new developments and would welcome suggestions.

RECENT LITERATURE.

BOOK REVIEWS.

POETRY OF THE PEOPLE. Ballads, Lays of Heroism, and National Songs. Selected and arranged with notes by Charles Mills Gayley and Martin C. Flaherty. Ginn & Co., Boston. \$0.50 net. Postage, \$0.10.

"This little volume," says Professor Gayley, "has a very modest but distinct, and, we think, unique purpose,—to supply the reading public and the schools with a compact body not necessarily of the most highly polished or artistic poems in the English tongue, but of those which are at once most simple, most hearty, most truly characteristic of the people, their tradition, history, and spirit." They appeal to the heart because they are of the heart, and their sturdiness of sentiment and genuine ring make them poems that boys, as boys, will unite with their race in loving.

The poems are arranged in five groups: the older ballads, and poems of England, Ireland, Scotland, and America. And all this joy and heart-warming can be ours at hand for fifty cents!

ONE THOUSAND POEMS FOR CHILDREN. A Choice of the Best Verse, Old and

New. Edited by Roger Ingpen. George W. Jacobs & Co., Philadelphia. \$1.25 net.

This is a delightful and comprehensive collection for children of all ages. It does especial service in bringing to light many old-fashioned pieces too good to pass out of mind. Part one covers the field for younger children; part two, that for older boys and girls. There is an index of authors and an index of first lines. Paper and type are good.

MEDIEVAL AND MODERN HISTORY. Part I, The Middle Ages; Part II, The Modern Age. Ginn & Co., Boston, Mass. Part I, \$1.10; Part II, \$1.25.

These two books, which are to appear later in one volume, represent a revision and expansion of the historical work published fifteen years ago under the present main title. The favor hitherto received has given warrant to the new issue, in which the general perspective remains essentially unchanged, although the emphasis is slightly shifted in places and the narrative of events brought up to the present time. Among the new features are the annotated lists of authorities appended to the different chapters. These

lists give "source and source material" and "secondary or modern" works to be referred to. They represent a vast amount of devoted labor, and students of different tastes and grades of advancement are directed through them to just the reading they desire or need. Much care has been expended on the maps, which have been procured from the best sources and specially engraved for this publication.

THE MAN WHO PLEASES AND THE WOMAN WHO CHARM. By John A. Cone. Hinds & Noble, New York. \$0.75 postpaid.

Here are brought together in small compass a number of quotations and some comment on the art of being courteous. The aim is the cultivation of such graces of mind, manner, and conversation as give social success. It is not a book on etiquette.

THE LIGHTING OF SCHOOLROOMS. By Stuart H. Rowe. Longmans, Green & Co., New York. \$1.00 net.

"No more excuse for a poorly lighted school building than for an unsafe bridge" is one of the sentiments of this author. He states that the purpose of his book is "to present as clearly as possible the principles on which the lighting of a school building depends, and enough of argument to establish them without becoming unnecessarily prolix." It is a manual for school boards, architects, superintendents, and teachers.

BOOKS RECEIVED.

GINN AND COMPANY, BOSTON. Poetry of the People. Edited by C. M. Gayley and M. C. Flaherty. List price, \$0.50; mailing price, \$0.60.

LONGMANS, GREEN AND CO., NEW YORK. The Lighting of Schoolrooms. By Stuart H. Rowe. \$1.00 net.

HINDS AND NOBLE, NEW YORK. The Man Who Pleases and the Woman Who Charms. By John A. Cone. \$0.75 postpaid.

FUNK AND WAGNALLS, NEW YORK. Second Reader, and Teachers' Manual. Standard Series.

EDUCATIONAL READINGS IN RECENT PERIODICALS.

"TO" AND THE INFINITIVE. By Thomas R. Lounsbury. Harper's Magazine. April.

THE ETHICS OF BUSINESS: MORAL OVERSTRAIN. By George W. Alger. Atlantic Monthly. April.

SOCIAL UPLIFT IN AMERICAN CITIES. By William Alexander Hoy. The Outlook. March 26.

TEACHING ENGLISH TO FOREIGNERS IN THE ELEMENTARY SCHOOLS. By Joseph H. Wade. Educational Review. April.

SCHOOL GARDENS IN GREAT CITIES. By Helen C. Bennett. American Review of Reviews. April.

NATIONAL EDUCATIONAL ASSOCIATION.

TO BE HELD AT ST. LOUIS, JUNE 28-JULY 1, 1904.

The Committee has secured two valuable concessions for enrolled members. The Inside Inn, the only hotel within the Exposition grounds, will be the association headquarters. The management has agreed to grant a concession of 50 cents per day, American plan, to enrolled members to the extent of 1,500 rooms (two

persons in a room). This will insure accommodations for 3,000 persons at \$2.50 per day, American plan, without bath, or \$4.00 per day with bath.

The Local Committee expects to secure special rates to enrolled members at various hotels near the grounds, and in private homes in that section of the city.

It is expected that the various state headquarters will be in their respective state buildings on the Exposition grounds, which are nearly all located on the Plateau of States near the Inside Inn.

The Exposition authorities will grant such concessions on admissions to enrolled members that the annual membership fee (\$2.00) and also a coupon book of ten admissions to the Exposition (\$5.00) will both be supplied at the time of registration for \$5.00. All meetings will be held within the Exposition grounds.

The following preliminary programs are announced by the respective presidents:—

Department of Kindergarten Education.

President, Miss Jenny B. Merrill,
New York city.

Tuesday, June 28.

JOINT SESSION WITH DEPARTMENT OF
ELEMENTARY EDUCATION.

Friday, July 1.

(Program to be announced later.)

Department of Elementary Education.

President, Miss Ada Van Stone
Harris, Rochester, N. Y.

Tuesday, June 28.

JOINT MEETING WITH KINDERGARTEN
DEPARTMENT.

The Relation of the Kindergarten
and Elementary School as Shown
in their Exhibits.

(a) From the Kindergarten Stand-
point—Miss Patty Hill, Louis-
ville, Ky.

(b) From the Elementary School

—Charles B. Gilbert, New
York city.

Discussion—Three minute speeches
from many leading kindergartners
and teachers representing promi-
nent state and city exhibits.

Thursday, June 30.

The Natural Activities of Children
as Determining the Industries in
Early Education—Miss Sarah C.
Brooks, Baltimore, Md.

Discussion—G. Stanley Hall, Wor-
cester, Mass.; Myron T. Scudder,
New Paltz, N. Y.

Avenue of Language Expression in
the Elementary School—Percival
Chubb.

Discussion—Mrs. Ella F. Young,
Chicago, Ill.; F. W. Cooley,
Evansville, Ind.

Department of Child Study.

President, E. A. Kirkpatrick, Fitch-
burg, Mass.

Tuesday, June 28.

General Topic—Methods of Scien-
tific Child Study.

Distribution of a printed paper
by Will S. Monroe, describing
the different types of child study,
with directions as to where ex-
hibits of the same are to be
found.

Laboratory Tests as a Means of Child
Study.

The Questionnaire in the Study of
Children.

A General Critique of Child Study
Methods.

Problems Yet to Be Solved and
Modes of Attack.

Philippine and American Children
Compared.

Thursday, June 30.

General Topic — Practical Child Study.

Diagnosis of Capacities and Defects of Children.

Modes of Dealing with Exceptional Children.

After the reading of these papers the section will divide into Round Tables to discuss the following topics:—

The Study of Children in the Kindergarten.

The Study of Children in the Grades.

The Study of High School Pupils.

The Teaching of Child Study in the Normal Schools and Universities.

President Kirkpatrick is sending out circulars to all persons engaged in child study with the view of securing an exhibit at the Exposition of appliances, outlines, methods and results of child study. Assignment of speakers will be announced later.

ITEMS OF NEWS.

A full report of the I. K. U. convention will be given in the June number of this magazine.

One of the good results of the Charleston (S. C.) Free Kindergarten Association (colored), organized November 10, 1902, is a large and flourishing kindergarten, carried on in the vestry of the Morris Street Baptist Church, under the instruction of Miss Pauline Miller. The object of this organization is the establishment and maintenance of a complete system of kindergartens which shall be the means of uplifting and rescuing hundreds of little colored children from the pernicious influence of the streets. The present plan of the association is to organize a new kindergarten in a much needed portion of the city, thus giving to a greater number of children the advantages of this kindergarten training. A class will also be established for the purpose of training young colored women in carrying on the work of the kindergarten. Following are the officers of the organization: President, Mrs. C. E. Smalls; vice-presidents, Mrs. A. McLaughlin and Mrs. L. M. Melton; recording secretary, Mrs. J. E. Wilson; corresponding secretary, Miss Pauline Miller; treasurer, Mrs. M. L. Green.

The Springfield (Mass.) Kindergarten Club held a Game Festival at the Y. M.

C. A. Training School, Friday evening, April 8. About fifty young men were present and joined with the kindergartners in the games and marching.

At the March meeting of the New Orleans (La.) Kindergarten Club, held at the Boys' High School, Professor Fortier of Tulane University gave a lecture on *Folk Lore*.

This spring the Union Mission of Moline, Ill., will add a kindergarten to its home for children at the old Silvis homestead in South Rock Island. Of the thirty-six children at the home a large minority are too young to attend the public schools. It is the purpose of the management to secure a trained kindergartner for the benefit of this minority and later in the season lay out a playground.

At the annual meeting of the Anderson (Ind.) Free Kindergarten the following officers were elected: President, Mrs. O. C. Ritchie; vice-presidents, Mrs. W. B. Campbell and Mrs. Thomas W. Wright; secretary, Mrs. Thomas Bagot; treasurer, Mrs. J. W. Matthews. Miss Florence Harrison is in charge of the kindergarten and is assisted by Miss Leafy Wharton. The annual reports show an enrollment of nearly two hundred pupils, and \$300 in the treasury.

The Eastern Kindergarten Association, Boston, held a Game Festival at Howe Hall, New Century Building, April 21.

The attendance at the free kindergarten conducted on East University avenue, Champaign, Ill., by the Dorcas Society is now about twenty-five. Miss Elizabeth Mandeville, who has charge, expects several new pupils later.

The only change made by the Philadelphia Board of Education's Committee on By-Laws and Rules in the teachers' higher salary schedule, which is to go into effect next June, was the substitution of the amendment offered by Alexander J. Whittingham providing that kindergartners having only morning classes shall receive \$470, with an annual increase of \$15 for ten years, making the maximum salary \$620. The schedule originally provided that the initial salary of such teachers should be \$470, with an annual increase of \$20 for five years, making the maximum salary \$570.

A special meeting of the Federation of Women's Clubs, Joliet, Ill., was held in March to consider the advisability of placing under the supervision of the city school board the free kindergarten, now being conducted by the federation in the Eliza Kelly school. An appeal will be made to the Board of Education for a special election, referring to the voters of the city the matter of the necessity for the establishment of kindergartens in the public schools.

Miss Mabel N. Luce is principal of the Haven Kindergarten at Portsmouth, N. H.

Through the will of William Litchfield, late of Lexington, Mass., the Kindergarten for the Blind at Jamaica Plain receives \$5,000.

Mrs. J. W. Phillips will open a kindergarten in Newport, Me., in May.

Many educators and students of educational problems attended the spring exhibit of the Ethical Culture School, New York city, April 1 and 2, in the new school building at Sixty-third street and Central Park West. Work from the kindergarten, elementary, high school and normal training departments was exhibited. The arts and crafts and the nature study exhibits attracted especial attention and praise. The roof gardens, a delightful, airy spot, extended as a

playground and observatory, was also highly commended. The entire five floors were crowded with examples of forge and shop work, hand work of the normal students, exhibits of the kindergarten children, clay modeling and wood carving.

The Washington (D. C.) Kindergarten Club held its March meeting at the Cairo, Mrs. A. M. Gorman, hostess. The president, Miss Susan Plessner Pollock, presided, and, after the business meeting, read a paper on Richard Wagner's *Parsifal*, adapting the great thought of the opera to the kindergarten principles laid down by Froebel. A discussion of the subject was followed by a reading entitled *Mother*, by Miss Nan Fletcher. Delegates chosen from the club to the I. K. U. meeting at Rochester were Miss May C. Richards, Louise Knight and Rosalie Ivor.

Sunday afternoon, April 10, the inmates of the Kindergarten for the Blind on Perkins street, Jamaica Plain, Mass., were entertained by the members of the Hospital Music Fund Society. This organization, under the direction of Dr. John Dixwell, has given nearly fifty concerts in the various hospitals and public institutions in and about Boston this season and has afforded much pleasure to the inmates of the places visited. During the summer months the concerts are omitted but the work is resumed on October 1.

Wichita, Kan., will have a free mission kindergarten in charge of Miss Cory Shults. A number of women interested in the work met March 30 in the parlors of the Carey hotel and formed a permanent organization. Mrs. J. D. Ritchey was elected president; Mrs. Alice Drake, Mrs. W. H. Ward, and Mrs. F. L. Huxtable, vice presidents, and Mrs. Fred Beach, secretary. The matter of treasurer was left till a later meeting.

At Bloomington, Ill., public sentiment is being agitated over the movement to make the kindergarten a part of the public school system of the city. Mr. J. E. Bangs, assistant state superintendent of public instruction, in a recent address before the Authors' Club of Springfield, set his seal of approval on the kindergarten and its work, and says at the dawn of the twentieth century there is a demand for a changed condition in the economic and industrial instruction in our schools.

An Easter party was given in the Alice Tyler Memorial Kindergarten, Muncie, Ind., March 30, for the mothers of the children. The decorations were Easter flowers and the favors were symbolic of Easter. A feature of the entertainment was an egg contest in which prizes were awarded. A luncheon was served after the contest. Miss Lillian Mitchell is director of the kindergarten and her assistants are Miss Nelle Perkins and Miss Gertrude Robbins.

At the annual meeting of the Kelly Kindergarten Association, Charleston, S. C., held in March, the officers elected were: President, Mrs. Julius M. Visanska; vice-president, Miss Louisa H. Buist; secretary, Miss Elizabeth L. Horlbeck; treasurer, Miss Louise Wagner. This association continues in a healthy, prosperous condition. It maintains a free kindergarten in the village about the Yarn and Bagging Factory which is in charge of Miss Tina Haeslopp. After the business of the meeting was discussed a tea was served and a pleasant social time spent.

The famous Summer School for Teachers will begin its twenty-seventh annual session on the beautiful island of Martha's Vineyard, off the coast of Massachusetts, Tuesday, July 12, 1904. It offers to the teachers of America one of the most varied and attractive summer school programs in the country, with a strong corps of well known instructors, and in addition it offers the attractions of an ideal summer resort, where a reasonable amount of mental exercise may be enjoyed while the sea air and outdoor life are restoring the system tired by the year's work. The kindergarten class will have twenty-three lessons, given by two eminent kindergartners, Miss Anna E. Harvey and Miss N. L. Roethgen of Adelphi College, Brooklyn, N. Y.

Miss Emma T. Metz, for the past three years principal in the kindergarten department of the public school at Hamilton, N. Y., tells of a successful scheme which may carry a helpful suggestion to others. A meeting of forty-three mothers was called and "The Hamilton Mothers' Book Club" was formed. Each member contributed a book. In the instance of those who were too poor to give books, they were put in in their names by members of the club who took them from their personal libraries. A typewritten catalogue of the books was given each mem-

ber, and a complete circulating list pasted in the back of each book, giving date when book was due and to whom. Each member could keep the book two weeks, then pass it on to the name indicated on the list. It took more than two years to make the complete circuit. The list of books included books on child study and nurture, nursery ethics, feeding, children's rights, etc., to the extent of one third of the number; the remaining books were story books suited to children of almost any age. It required much work and care to launch the club successfully, but it has richly repaid, if the testimony of the mothers and children may be taken. One of the best features is that the books have now been contributed to the Free Public Library, lately started in the village, and all may have access to them.

The summer course of study planned by Mrs. Lucretia W. Treat for the Grand Rapids (Mich.) Kindergarten Training School, to be held July 5-August 27, will be carried out in full. Miss Louise Clark, Mrs. Clapp and Mrs. Holmes will be in charge of the school work. There will be special courses in the industrial arts and sewing, also science work and field classes. An attractive feature will be the lectures given by Miss Laura Fisher, supervisor of public kindergartens, Boston; William H. Elson, superintendent of city schools; W. L. Cukerski, superintendent of parks; Hon. Charles W. Garfield, president State Forestry Commission. The reunion of the Alumnae Association will be held the third week in August.

The Ontario Educational Association held a most successful convention in Toronto on April 5, 6 and 7, with over eight hundred members in attendance. The kindergarten department of the association is to be specially congratulated on the excellent program provided, while the attendance from all over the province was most encouraging. Miss Geraldine O'Grady, from Teachers College, Columbia University, gave three lectures, her subjects being, *Ruts and their Remedies*, *Two Points of View on the Program*, *Old and New Truths for the Kindergarten and Primary Teacher*. Miss O'Grady was most welcome in her own city once more, and her lectures were deservedly well received.

MARGARET V. YELLOWLEES,
Sec'y Kindergarten Dept.

A meeting of the Brooklyn (N. Y.) Kindergarten Union was held on Wednesday evening, April 13, at the Pratt Institute Kindergarten House. There was a large attendance and all were deeply interested in the papers and in the discussions which followed. The program of the evening was a Round Table, conducted by Miss Fanniebelle Curtis. The topics discussed were: *The Kindergartner*, Miss Curtis; *The Kindergartner and Her School Environment*, Miss Story and others; *The Kindergartner as a Program Maker*, Miss Ashbrook and others; *The Kindergartner as a Disciplinarian*: (a) *A Well Controlled Kindergarten*; (b) *Methods of Controlled Kindergarten*, Miss Bliven and others; *The Kindergarten in Relation to New Phases of Kindergarten Work—Kindergarten Fads*, Miss Leavenworth and others. A dramatic and musical entertainment for the benefit of the Hoagland Kindergarten was held Thursday, April 14, at eight o'clock in the evening, at the Johnson Memorial Parish House.

The regular meeting of the Chicago Kindergarten Club took place on Saturday, April 16, in the Woman's Club rooms. There was a large attendance of club members, and the club had for its guests fifty kindergartners from Detroit, Mich. The subject under discussion was *Rhythm*, and was most ably and interestingly presented by Miss Eleanor Smith and Mrs. Crosby Adams. Both speakers advocated the use of the best and simplest music in the kindergarten, pointed out the dangers of over-stimulation along this line, and showed how to avoid this danger through a balance of harmony and rhythm and thus lay the foundation for a fine and broad taste in music in the kindergarten. A sketch of the Chicago Kindergarten Club had been written by Mrs. Putnam, and was presented to the club at this meeting by Miss Faulkner, chairman of Press Committee. The history was one of most vital interest to the club and was immediately adopted and ordered printed in the club calendar for next year.

KRAUS ALUMNI KINDERGARTEN ASSOCIATION.

At the March meeting of the Kraus Alumni Kindergarten Association, Miss Emma A. Newman of Buffalo, N. Y., gave a paper on *Kindergarten Principles*

Applied to Primary Work. This paper was afterward discussed by Miss Geraldine O'Grady of Teachers College, New York, by Miss Ada Tompkins of the Jamaica Normal School, by Mrs. Woodward and others. Miss Newman said:—

* * * What is the work of the primary school? The teaching of the "three R's," reading, writing, and arithmetic, is the simple, terse answer, as true to-day as it was a century ago. That these subjects can be taught even to large classes of children five and six years of age, with a certain sort of success, has been demonstrated practically for years. But how is this done? What are the results so far as the children are concerned? The age of the children, the stage of their mental development, the nature of the subject matter, necessarily make the process one of repetition, of memory. * * * But this constant repetition, this appeal to memory tends to fasten routine habits of mind in the children, to deaden all spontaneity, a thing fatal to all real mental power.

The desire to afford an opportunity for the training of observation, for practical classification and generalization, thus relieving the strain upon memory, led to the introduction of nature work; while the busy work is a direct attempt to follow along kindergarten lines. * * * These changes, together with the improvement in methods and devices for teaching reading and number, largely due to the introduction into educational thought of the principles of "interest" and "voluntary coöperation" on the child's part, constitute the sum total of difference between the teaching of to-day and that of a generation or two ago.

But the greatest change is that found in the children themselves, due largely to environment. We have as a product of twentieth century civilization children whose mental content is void of all conception of the sources of crude material, and the processes of their conversion into the necessary and useful products of everyday life; who have gained no idea of the interdependence of one occupation upon another, of one form of life upon another, of nature's laws, of man's conquests and limitations; who, at a surprisingly early age, are thrown into contact with the spirit of competition before brotherly love and the "Golden Rule" have had a chance to appeal to them; whose environment tends to suppress spontaneity, and to cultivate a pre-co-

ciously shrewd, apt faculty at avoiding the consequences of mischief and evil doing; children with a restlessness and lack of power of concentration born of the kaleidoscopic changes characteristic of their daily surroundings; with highly strung nervous organizations, and with ideals of life contaminated by the atmosphere into which they were plunged at birth and from which there has been no escape since. These are the children who enter our public schools, and we offer them—what? The elements of reading, writing, arithmetic, a little nature work, too often of a character totally outside their experience or comprehension, and a little busy work usually lacking in correlation with the other work. Can work of this sort elevate ideals, help children to understand their environment, to form some idea of the simpler elemental relations of man to man, of man to nature, of man to the Maker and Ruler of the universe, the Father in Heaven?

* * *

The aim of the kindergarten is development through self-activity * * * which tends *directly to self-direction, self-control, incidentally to the acquisition of knowledge and skill* * * * Gifts, Occupations, games and stories, each contributes its share in bringing about the desired result. * * * Various efforts have been made to harmonize the work of the kindergarten and primary school. But they have usually only added to the burdens of the primary teacher without affording much relief to the little children. Not through the adoption of kindergarten material, but *through the application of the principles upon which that work is based, to primary busy work* will help come to the children. * * * The busy work of the primary school to fully meet all conditions needs not merely to possess these essential points, interest, freedom for the expression of individual ideas while conforming to the conditions imposed by the teacher, but must also help to clinch the thought, or point, of the lesson it follows.

As kindergartners there are two ways of assisting in making primary school work continue the development begun in the kindergarten. One is in helping the general public to realize that in growth of mind and power of self-control, in the implanting of ideals, in the gaining of a knowledge of the elementary relationships of life, not in the ability to recognize words and figures, lies the true test

of educational work for the child in his early years; and secondly, in helping the teachers of primary classes to understand the principles which should guide in the planning of all busy work. * * * With the power to think and to do gained, and with a motive for mastering the written forms of expression supplied, children, upon entering the primary school whose function will still be to teach the "three R's," will acquire the art of reading, writing, and figuring with so much less expenditure of time and effort, and such an infinite gain in real brain power, in love of work and in ability to solve life's problems as they emerge.

"THE TWENTIETH CENTURY MAGAZINE."

The Waltham (Mass.) Free Kindergarten is under the direction of a dozen public spirited women known as the Kindergarten Committee, and, as a means of raising funds for the carrying on of their work, they devised a novel entertainment which they presented in Endicott Hall, March 26, under the title of *The Twentieth Century Magazine*. The printed program was ingeniously arranged as a table of contents, and informed the holder that the Easter number was the issue he was about to peruse.

The rising of the curtain revealed the cover of the magazine, eleven feet high and eight feet wide, with the Easter lily forming the motive of its decoration. Within an ellipse appeared a reproduction of Abbott H. Thayer's *Charity*, in the form of a tableau, and the living figures in drapery of green, pink and white, effectively illuminated, made a picture of rare beauty. This cover was the contribution of the Education Society. Each feature was the gift of some social organization, and all tableaux representing single page illustrations of the volume were set within a white margin of the eight by eleven page.

The advertisements were given by Electa Chapter, Order of the Eastern Star, and were: *The Ham What Am*, *Lundborg's Perfumes*, the *Minute Man Cigar* and the *Queen Quality Shoe*.

Hawthorne Rebekah Lodge furnished the frontispiece, a humorous pose entitled *A Coquette Conquered*. A note on the program, "See page 20," carried the observer's eye to the poem by Paul Laurence Dunbar, which this frontis-

piece illustrated, and which was recited later.

The Waltham Woman's Club provided the art reproductions, a Group of Fair Children, the first of which was Hoecker's picture of a *Dutch Girl and Her Cat*, followed by *The Broken Pitcher*, by Greuze, and *The Blue Boy*, by Gainsborough. A picture of tender sentiment was Morgon's *Feather in Her Cap*. *Princess Elizabeth*, by Millais, was a fitting subject to bring to a happy close this Group of Fair Children. The Woman's Club offered also, with this April issue of the magazine, a large colored supplement, a reproduction of *The Oath of Knighthood*, a panel from *The Quest of the Holy Grail*, the frieze by Edwin A. Abbey in the Boston Public Library. This was the most elaborate of all the tableaux, and was magnificently costumed. Sir Galahad, in mantle of red, knelt at the altar. Behind him stood the two knights, in chain armor and helmets, while at the rear were the nuns, in robes of white, bearing long altar candles. A lullaby, *Sleep, Little Baby of Mine*, was the gift of the Waltham Musical Club. For the instrumental music of the publication, Bonaldi's *La Belle Amazone* and Orth's *By the Brookside*, were played upon the piano.

The tableau typifying the back cover was entitled, *The Twentieth Century Girl Uses Ward's Stationery*. It was the gift of the Kindergarten Committee. The Alumni Association prepared what was styled upon the program as the Etchings of the magazine, consisting of a series of stereopticon views illustrative of Waltham, entitled *Within Our Gates*. The first nineteen of them were picturesque scenes from nature, made from negatives loaned from several amateur photographers. Five photographs taken for this event showed some phases of the kindergarten. A farce entitled *A Love of a Bonnet* afforded much merriment in the hands of several of the school teachers.

SILVER TEA AT PORTLAND, MAINE.

A novel and interesting social function called a *Silver Tea* was given recently under the auspices of the Pine Tree Kindergarten Association, the significance of the name being that each guest was asked to contribute a piece of silver for the benefit of the free summer kindergartens. This tea was held at the

residence of Mrs. George S. Hunt, State street, who is a member of the association and who has always taken an active interest in kindergarten work. Each member of the association was privileged to invite three guests, and the company numbered over one hundred. Miss Abby Norton, the teacher of the normal class in kindergarten training, and Miss Proctor, who was the first kindergartner in Portland, received with Mrs. Hunt. Miss Helen Cobb, Miss Louise Allen, Miss Ethel Chaffee and Mrs. William Hunt sang three of the kindergarten spring songs, *Pussy Willow*, *Tulips*, and *Daffodils*. This music was followed by a short report of the summer kindergarten work by Miss Dora Moulton.

Miss June Shaw recited, with much spirit and appreciation of the humor of the story, Kate Douglas Wiggin Riggs's *The Ruggles' Party*. The company agreed that the next best thing to having Mrs. Riggs herself present, was to hear one of her inimitable stories given in so charming a manner. In response to an encore, Miss Shaw gave a humorous poem of Eugene Field. Miss Morton of Plymouth, Mass., sang very effectively some of the old kindergarten songs which were used in Boston, and also gave some reminiscences of her work in that city. Miss Proctor told some interesting stories connected with her early kindergarten work in Portland, some thirty years ago, and Miss Abby Norton was introduced as the originator of the free summer kindergarten, she having carried on one successfully in the summer of 1884. The company was then served with light refreshments by the efficient committee, and Mrs. Dawson and Miss Paine poured tea in the dining room. The decorations of tulips, pussy willows and daffodils were especially appropriate for the season, and the spring songs.

The whole occasion was most enjoyable and successful, and it is hoped that more general interest in the kindergarten association will be the happy outcome of this pleasant gathering.

ST. LOUIS, MO., FROEBEL SOCIETY.

On Saturday morning, March 26, the St. Louis Froebel Society spent a pleasant and profitable hour listening to Mr. Francis E. Cook, principal of the Wayman Crow School, on the subject of *The Theme of the Louisiana Purchase Exposition as it Relates to the Kindergarten*.

The following quotations are among the interesting things in Mr. Cook's talk:—

"The Louisiana Purchase Exposition celebrates the greatest real estate transaction on record. Kindergartners, especially, should be interested in it. Its theme makes it different from all others. Previous to 1851 only still life was represented. The exhibits were photographs or books. The Crystal Palace, held in 1851, gave us the lesson of industrial education. The Philadelphia Exposition had for its principal theme manual training. In the Chicago Exposition we found the first perception or consciousness of true art. The Paris Exposition was an aggregation of nationalities. The St. Louis World's Fair has for its central idea man himself. There man may view himself and find an epitome of his best actions.

"The true theme or motive of this exposition, the soul, the spirit or propelling power, which makes it the greatest exposition of its time—one in which all the world comes to us and gives us their best in everything—this theme is Process, and the exposition is in its entirety the most magnificent expression of the kindergarten spirit which the world has ever known. It embodies the principles of Unity, Continuity, Self-activity, and Freedom. Kindergartners understand as Unity a symmetrical arrangement or crystallization around a central thought or idea. This is expressed even in the arrangement of the buildings. In them every rational activity of man, from the beginning up to the present day, is represented. The idea of Continuity or Process is illustrated there, beginning with the raw material and taking it through all its processes until it reaches perfection, a finished product.

"The Louisiana Purchase Exposition is the first exposition to give a separate building to education. Education is the basis of all spiritual activity and is here recognized and given its proper place for the first time. Freedom is a conscious conformity to Reason. In this exposition nothing is haphazard. The theme or idea is conformed to in every possible way. The Art Ideals (in the beautiful Palace of Fine Arts) are placed at the top. Then come the instrumentalities by which those ideals are realized. The Colonnade, which represents the fourteen states of the Louisiana Purchase, looks down on those splendid palaces and pours out from its bosom the results of

the struggles of one hundred years. At the base of the beautiful stream or lagoon the Educational Building is placed. The Electricity and Machinery Buildings show the forces by which the raw material is taken from the earth (mining and metallurgy), and the natural products from the soil (horticulture and agriculture), and made into the finished products shown in the last line of buildings—the Liberal Arts, Varied Industries, and Manufactures, ending with the Transportation Building, which forms the connecting link between the exposition and the outside world. The first line of buildings shows forces, the second, results. The Stadium gives a fine representation of the kindergarten from the side of the games.

"To sum up, the Louisiana Purchase Exposition is a magnificent kindergarten built upon kindergarten principles from start to finish."

FRANCES K. CAMPBELL,
Corresponding Secretary.

There is more catarrh in this section of the country than all other diseases put together, and until the last few years was supposed to be incurable. For a great many years doctors pronounced it a local disease, and prescribed local remedies, and by constantly failing to cure with local treatments pronounced it incurable. Science has proven catarrh to be a constitutional disease, and therefore requires constitutional treatment. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, is the only constitutional cure on the market. It is taken internally in doses from 10 drops to a teaspoonful. It acts directly on the blood and mucous surfaces of the system. They offer one hundred dollars for any case it fails to cure. Send for circulars and testimonials.

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Hall's Family Pills are the best.

Kindergartners who are willing to change their location for a better salary and advanced positions, should address Mr. Orville Brewer, Teachers' Coöperative Association, 100 Auditorium Building, Chicago. Mr. Brewer has frequently been called upon to fill such positions as principal or assistant in the public kindergartens of Milwaukee, Cincinnati, Covington, and other large cities, as well as private kindergartens. He prefers those with large experience, but often has positions for beginners who have had a thorough preparation.

YEARLY REPORT OF THE PHILADELPHIA SOCIETY OF FROEBEL KINDERGARTNERS.

The Philadelphia Society of Froebel Kindergartners has held monthly meetings beginning October 10, 1903, and ending April 16. After the business of each meeting, songs were sung appropriate to the season or occasion, followed by talks or papers. Among these was an interesting lecture by Dr. Thompson upon *America Before Columbus*, in which he suggested the probability of our American Indians having come from Asia instead of Europe, as many think, because the ice age lasted longer on the Atlantic coast than the Pacific. He showed the development of the Indians from taking their food of grain as they found it growing wild to the cultivating of products.

In November, Miss Adair, principal of the kindergarten department of the Girls' Normal School, gave a talk upon the Thanksgiving *Mother Play* song, *Grass Mowing*, in which she showed Froebel's purpose in giving the *Mother Play* songs, and the thought and care he expended upon them, intended as they were for teacher, mother and child. In her mention of this particular play, she traced the continuity running through it, making food the point of departure.

On December 12, Miss Farrand read a paper on *Christmas Vision*, impressing her audience with the truth of the fact that the ideal may fly away in the midst of the practical. A story was told by Miss Annus called *Why the Chimes Rang*, and Miss Grice contributed a paper upon the *Legends of Christmas*, in which she showed how from a day of fasting Christmas had been changed to a day of feasting.

In February, Miss Geisler gave an interesting paper upon *Our Friend the Robin*, in which she stated that he was the only bird known to have built nests in churches. The patience and sacrifice of the parents in the training of the young was brought out.

Professor Bachellor gave a talk at the March meeting upon *Two Views of Human Development as Held by Browning and Tennyson*. He showed how Browning and Tennyson were alike, both having clear spiritual ideas; seeing the invisible, changeless forces back of the changeable, both believing honestly in God and in man. In points of difference he showed how Browning saw the struggle of the individual, while Tennyson saw mankind in the large sense. He was a poet of law, and stood for the aristocracy and classes, while Browning was a poet of human feeling, and met king or beggar upon the same terms.

At the last meeting of the season, April 16, special mention of Froebel was made. Each member of the association, including the president, Mrs. M. L. Van Kirk, contributed to the program.

A poem written by Miss Fox on *Fredrick Froebel* was read. Miss Law gave an interesting paper in which she brought out the need of developing the whole child, closing her paper with a quotation from Froebel, "I love flowers, children, men and God; I love everything." Miss Jeffers gave a paper containing everyday experiences upon a cloudy day in a kindergarten.

The association through the class of 1904 donated \$5.00 for the Peabody House in Boston. About seventy-five dolls were dressed at Christmas time for mission schools.

ALICE M. BARRETT, *Secretary*.

The Indiana Kindergarten and Primary Normal Training School AT INDIANAPOLIS.

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Primary training a part of the regular work. Classes formed
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Vol. XIV. No. 10. Price \$1.00 a year. No issues in July and August.

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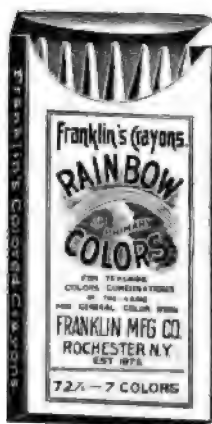
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KINDERGARTEN REVIEW

VOL. XIV.

SPRINGFIELD, MASS., JUNE, 1904.

No. 10.

CHILD TYPES IN LITERATURE.*

BY A. A. BERLE, BOSTON, MASS.

LITERATURE, which has embalmed almost everything else in this wide world of human experience, seems to have avoided the subject of childhood in any thoroughgoing and instructive fashion. Not that children have been left out of literature; far from it. Literature, as the true reflection of what has happened and is happening in life, could not possibly ignore the child; but somehow, the child himself, as a proper and serious subject for reflection, interpretation and illumination, has not seemed to arrest the attention of the great masters of literary production. They reasoned that, having only recently come into the world, he was young, untutored, had seen nothing of life, knew nothing of the great ideals, nothing of the great passions of the race. He was himself the product of some of these, but could not understand them and hence had nothing

that he could contribute or that was worth searching out for literary uses or preservation.

The child lacked experience, and hence was not a suitable subject for literary treatment. This, apparently, was the first reason. The second grows out of it. It must be very plain to those who have read extensively that when we say "experience," we mean, for the most part, experience of evil, or moral and spiritual catastrophe of one kind or another.

Now childhood, of course, could not figure extensively while such a conception was dominant in literature. Capacity for certain kinds of evil, children certainly have not. Capability for producing every kind of evil in the world, the child certainly has. Capability for inspiring every one of the fundamental virtues of the race will be conceded to the child by every one. But if the inspirational power to greatness and goodness is inherent in the child life (and this is undeniably true), the

* Address delivered before the International Kindergarten Union, Rochester, N. Y. April 1904. The address is published here in a somewhat abbreviated form.

capability for producing every kind of evil must also be inherent. But these facts were not recognized until very recently, and they amount almost to a discovery of the child as a person, although this personality is not yet thoroughly conceded. With many of the most advanced psychologists, the child is not humanity, but only a "candidate for humanity." This is precisely the attitude which has produced such a sterility in child presentation and child interpretation in literature thus far.

But there is one thing more which cannot properly be left unsaid in discussing this general literary attitude toward the child. Why is it that when in literature a child is irregularly born, the subject is invested with so much dramatic interest and speculative forecast and possibility, often giving rise to the classic passages of the book, when the coming of a normal, regularly born child is simply recorded with commonplace narrative, or only alluded to in passing? To be sure, the christening is sometimes described and household joys delineated; but how infrequently as compared with the other. Is it not that here again you have the record of "experience" interpreted as evil or abnormal or unlawful experience, and *therefore* interesting, *therefore* worthy of minute, painstaking study and portrayal? Who has ever written the life of a happy child? Who has ever written the life of any happy, normal human being, for that matter? It is a curious and not wholly pleasant fact that the instinct of our race in literature, as in most things else,

has been to enbalm the unusual, the grotesque, the evil,—that which has most varied from the beautiful, normal regularity which seems to have been the design of the Creator.

For the most part, the child is allied to virtue, while most literature deals with something else. And by these tokens there has been almost left out of literature an element which, scantily as it has been used, is shown to be among the most powerful in the world. Sacrifice is never so great as when made for the unknown future of a child. Service never is so rewarding or so gratifying as when it is the joyous toil for one's offspring. Life itself is made new every morning and fresh every evening, when the child instincts and habits are allowed to have free and undisturbed play. Yet for all this, the child in literature has been hardly more than a piece of literary furniture used with other mere adjuncts for the better settings of the operations of mature intelligence.

THE CHILD AS LIFE-INTERPRETER.

In *The Scarlet Letter*, Hawthorne follows the laws of life with singular fidelity and power. Where most of his fellow workers in literature have departed from the rule of life-interpretation, Hawthorne, partly because he was a theologian who had accidentally stumbled into literature and partly because of his intimate alliance with certain fundamental moods of the human mind and heart, stayed in the straight and narrow path that leads to absolute and unmistakable truth, and in this pathway discovered Pearl, the elf-

child. It is interesting, in analyzing this striking and weird little personage, to call attention to several facts that will cause the whole idea in Hawthorne's mind to be better understood. The first is that Pearl, as the visible result of the sin of the minister and Hester, is the constant link between them, affording the key to her experiences and the interpretation of his. In this fact comes out the reason why Arthur Dimmesdale could so successfully be pursued by Roger Chillingworth and could for years live in the fiery furnace of an unspoken guilt and see no way out. Hester, on the other hand, could not be thus pursued because Pearl's presence would make such revenge not only impossible but unnecessary. Thus Pearl is the protector of the known guilty one, while the very absence of the product of guilt subjects the fellow sinner to a worse calamity. There is probably no more impressive and powerful conception in the whole range of human thought than this,—the child as the symbol simultaneously of guilt and protection. Hester's anxieties, it will be noted, are exclusively about the child and its future, and her fond hope is that it will some day know the father and love him. She has tasted the very deepest depths of public shame and humiliation. She not only wears the scarlet letter, but by her side daily walks the child of her guilty love. Not the whole town can inflict upon her, with all its scoffs and jeers and ostracism of clergy and rulers alike, anything like the misery that Arthur Dimmesdale endures in every single

moment of his unprotected loneliness. This was the opportunity for the revenge-seeking Chillingworth, and right well did he employ it. There is something of the lament of Mephistopheles in his regretful words when the minister finally mounts the scaffold with Hester and Pearl. "Thou hast escaped me," he repeated again and again.

Pearl is the key to everything. The child is the interpreter of every situation; and in the instincts, manners and speech of the child there is a world-wide philosophy portrayed, which is not without the very greatest educational and human significance. Grotesque and startling as Hawthorne often is in the speeches which he puts into the lips of little Pearl, and revealing as he makes her most casual acts, we are never led to think that such acts and words are unnatural or untrue to her life. Notice this description and note how gradually Hawthorne proceeds from the external to the internal, and finally makes one of those inimitable moral analyses for which he is unsurpassed in literature.

"Certainly there was no physical defect. By its perfect shape, its vigor and its natural dexterity in the use of all its untried limbs, the infant was worthy to have been brought forth in Eden; worthy to have been left there to be the plaything of angels after the world's first parents were driven out. * * * Pearl's aspect was imbued with a spell of infinite variety; in this one child there were many children, comprehending the full scope between the wild flower prettiness of the peasant baby, and the pomp in little of an infant princess.

Throughout all, however, there was a trait of passion, a certain depth of hue, which she never lost; and if in any of her changes she had grown fainter or paler she would have ceased to be herself—it would no longer have been Pearl."

There you have a picture that every one can see at once,—the ruddy, lusty, elf-like being, full of life, color and freedom; yes, a freedom above and beyond the law.

"The child could not be made amenable to rules. In giving her existence a great law had been broken, and the result was a being whose elements were perhaps beautiful and brilliant, but all in disorder; or, with an order peculiar to themselves, amidst which the point of variety and arrangement was difficult or impossible to be discovered. Hester could only account for the child's character—and even then most vaguely and imperfectly—by recalling what she herself had been during that momentous period while Pearl was imbibing her soul from the spiritual world and her bodily frame from the material of earth. The mother's impassioned state had been the medium through which were transmitted to the unborn infant the rays of its moral life; and however white and clear originally, they had taken the deep stains of crimson and gold, the fiery luster, the black shadow and the untempered light of the intervening substance. Above all, the warfare of Hester's spirit was perpetuated in Pearl."

There again we have the fine spiritual interpretation for which only a child's nature could supply the materials. And that a child could have and does have such materials, and that they are the proper subjects of delineation and analysis, the truth-

fulness of Hawthorne's portrait is indubitable evidence. One other quotation will reveal the author's conception of child capacity, of which we have made mention once before. Notice in the following something very different from the "heaven lies about us in our infancy" aspect of childhood, and see if there is not a note here quite as true as the other.

"Her mother, while Pearl was yet an infant, grew acquainted with a certain peculiar look that warned her when it would be labor thrown away to insist, persuade, or plead. It was a look so intelligent yet inexplicable, so perverse, sometimes so malicious, but generally accompanied by a wild flow of spirits, that Hester could not help questioning at such moments whether Pearl was a human child."

This is so much like what some modern alienists have written about children that it is a mark of Hawthorne's greatness; for, without the scientific knowledge of our day, his analysis of human character and his penetration into the varieties of human motive was so great that he could give us here a sketch which is not merely impressively and interestingly true but, what is more, is scientifically accurate as well.

Pearl has moods of violence, too, and shows the raging of the torrents within her even at this tender age (three years). This again shows a touch which in a more modern book would be called "scientific," though it is that simply because it is human and true.

"Then perhaps, for there was no foreseeing how it might affect her, Pearl would frown and clench her

little fist and harden her small features into a stern, unsympathizing look of discontent."

In addition to these inner moods, which reveal themselves thus clearly, she shows discernment of the outer external world with no less clearly indicated signs.

"Nothing was more remarkable than the instinct, as it seemed, with which the child comprehended her loneliness; the destiny that had drawn an inviolable circle around her; the whole peculiarity, in short, of her position in respect to other children."

We are not surprised that a being so constituted and so endowed should reveal what Pearl afterward does reveal, not by the processes of reasoning but by the movement of her own nature; nor that that nature, unrestrained and free by the very freedom of her life and surroundings, should move with swiftness and inerrancy to the source whence it sprang. In the solemn and impressive scene before Gov. Bellingham, when the question as to whether Pearl is receiving suitable religious instruction or not, and whether it was or was not the duty of the authorities to take her from her mother, is being discussed, when Hester's wild and agonizing appeal to Arthur has been met by him with singular clearness and courage, impressing the governor and his fellow clergymen with its sanity, truth and poise, the elf-child, who shrinks from all kinds of contact with others, whose ruling consciousness was that of isolation and loneliness, "stole softly toward him, and, taking his hand in the grasp of both her own, laid her cheek

against it in a caress so tender and withal so unobtrusive, that her mother, who was looking on, asked herself, 'Is that my Pearl?' * * * The minister—for, save the long-sought regards of woman, nothing is sweeter than these marks of childish preference accorded spontaneously by a spiritual instinct and therefore seeming to imply something in us truly worthy to be loved—the minister looked round, laid his hand on the child's head, hesitated an instant, and then kissed her brow."

The underlying principle which all this illustrates and emphasizes is that the child nature is, in and through itself, a medium for the understanding of life, being, so to speak, the first recension of the book of life, before the various scribes have made it a veritable palimpsest whereon each has written his own peculiar message. If human nature at maturity is the product of all the influences which have entered into it, modifying, eliminating, substituting and coalescing, with the general result which we find when selfhood has been attained and we are able with full appreciation of the term to say "I," then the child must be as much the original document and therefore as important as any other original can possibly be. It is therefore reasonable to suppose that life is vastly more soundly interpretable through the observation and analysis of the child motive and inner movement than it can be by any subsequent psychological method or problem catastrophe.

* * * * But there is still another aspect of this love-child which we cannot pass over. If the child is

the true index of the past and embodies in itself the history of the past, it is no less a suggestive and emphatic prophecy of the future. In the chapter on *The Child at the Brook Side*, there is described an interview between Hester and the minister in which they discuss plans for leaving the country and making a quiet, happy home in England. During the interview Pearl comes toward them, pausing, however, on the opposite side of the brook, wherein her image is reflected. To her mother's repeated entreaties to come to her and the minister, the child pays no apparent attention, but after awhile she points to the scarlet letter which Hester had taken off and thrown on the ground before her. Not until Hester takes up the letter and fastens it again in its place in her bosom does the child leap across the brook into the arms of her mother, whom she impulsively kisses; but, singularly and with startling effect, she kisses the scarlet letter also! Here you have the instinctive recognition of the inalienable relation between the symbol and the reality. Pearl seemed to know instinctively that the absence of that letter made a new relation in which neither she nor Hester had any rational or intelligible place. But the letter restored brings again the balance and adjustment of thought and feeling, and the child kisses the symbol because it is the sign interpretive of her own existence. A moment later this same idea comes out when Hester begs the child to go to the minister and entreat his blessing.

"Come thou and entreat his bless-

ing. He loves thee, my little Pearl, and loves thy mother, too. Wilt thou not love him? Come! He longs to greet thee.' 'Doth he love us?' said Pearl, looking up with acute intelligence into her mother's face. 'Will he go back with us hand in hand, we three together, into the town?'"

What striking prophetic instinct this is! Just so it had to be ere the cloud lifted and the tangled skein of three lives was unraveled. It is no literary jugglery that makes a child's discernment accomplish this, and see so clearly into the intricate and absolute future, and go with force and directness to the inevitable necessity for truth in life and relations. "We three, hand in hand," was the ultimatum of the discerning, isolated child, who could accept no love that was not explicit and open before the world. Nay, even her own mother was not her mother till the letter glistened in her bosom. That was like a child, in the love for elemental truth and tenacious of fundamental veracity. Not many would have dared to display such a working of the child mind; not many could have done it without beclouding the matter, as the French writers generally do under similar circumstances, with all kinds of bewildering, speculative verbiage. The words of the stern New Englander, himself interwrought with the Puritan imperative and unflinching demand for the naked truth, are simple and the issue is clear even to the least philosophic reader. Is it a true word of a child? If it is, then there is locked up in the child mind not merely a history but also a prophecy; not merely a record,

but a record to be made; and in both there is not only the personality of the child, but of the joint authors of the little life and therefore the joint sponsors for its future, with not only joys but responsibilities as well. This child of Hawthorne's, with all its weirdness, its abruptness and fascinating changefulness, is nevertheless a suggestive and veritable portrait. That it is such, one needs only to go into the history of modern child criminality and vice to learn. The best interpreter of life, past or future, is the child; and Hawthorne's Pearl is the precursor of many more yet to come, who shall fill literature with their mighty and impressive instruction.

THE CHILD AS MESSENGER OF SYMPATHY.

There has always been considerable doubt as to the reality and worthiness of Charles Dickens's delineations of children, and the soundness of the streams of emotion which he starts flowing by his recitals of the hardships and difficulties of child life. If the purpose was reformatory, and undoubtedly such a purpose did pervade much of Dickens's writing, then such writing was unquestionably the most powerful means to use to secure the results which he had in mind; for, in all novels, there are few pictures like those which Dickens offers of children, and if one is affected by them at all he is greatly affected by them. Dickens makes the child the messenger of sympathy; perhaps, better stated, the messenger of the sym-

pathies; and thus keeps the emotional valve open in his readers and supplies certain elements which other portions of the works might not supply. In any case, he saw that the child is the exponent of the highest emotions and that the child suffering or the child abused calls into play elements of human nature which can be touched in no other way. The sorrows of childhood are so impressive, because they represent the incipient *Weltschmerz* and because in them we see the larger sorrow of mature life already looming ominously on the horizon.

The typical Dickens children—Paul Dombey, Little Dorritt, Little Nell, or Tiny Tim—are always weak, puny; always less gifted physically than most children; and always commanding, almost at their first appearance, the sympathies of the beholder. The description of Paul Dombey is fairly typical of all the rest. It needed only scarlet fever and one or two other infantile diseases to give Paul, at the starting point of his career, a sort of pre-mortuary cast which would start whole regiments of rescue missions in the heart into motion with their ameliorating and redemptive programs!

This note of sympathy is again accentuated when, in conversation with his father, Paul comes upon that singular question of the use and value of money, and applies it in a way which, when seriously, steadily thought through, is in a motherless child nothing short of heart-rending.

"What is money, papa?" said Paul; and then repeated, in the face

of his father's amazement: "Yes, what is money?"

The elder Dombey finally extricated himself out of his wonder and perplexity, and said: "Gold, silver, copper; guineas, shillings, half-pence. You know what they are."

"Oh, yes, I know what they are," said Paul. "I don't meant that, papa. I mean what's money, after all?"

Again the elder is perplexed and merely repeats the question. "I mean," said the child, "what can it *do*?"

"You 'll know better by and by, my man," he said. "Money, Paul, can do anything."

Then after a pause the child asked: "Anything, papa?"

"Yes, anything, almost."

"Why did n't money save me my mamma?" returned the child. "It is n't cruel, is it?"

"Cruel!" said Mr. Dombey, seeming to resent the idea. "No, a good thing can't be cruel."

"If it's a good thing, and can do anything," said the little fellow thoughtfully, as he looked back at the fire, "I wonder why it did n't save me my mamma."

There is an appeal for sympathy, —healthy, sound, rationally grounded, and full of a philosophy that will last forever. Nothing could more directly and clearly point out certain great contrasts in life, certain great needs of the soul, certain great riddles of existence, than this query of a child who was conscious of the power of money, who saw it dominant, arrogant, overpowering and, as Mr. Dombey rightly said, able to do almost

anything; a good thing, yet failing to supply in his little life the one great boon which his young soul craved! It was a revelation of the real soul of things, the unpurchasable part, the spiritual nature, which craves what cannot be got by corruptible things,—and it starts a flow of generous and high thoughts, which cannot but have an enriching and ennobling effect upon him who thinks them.

In a similar manner you have Little Dorrit wondering and asking strange and heartrending questions about the fields—whether people like them or not, and whether they are pretty. What pathos there is in her question, "Is it pleasant to be there?" That was the genuine note of a prison child; and if anything possibly could start an outdoor movement for children, that would do it. But it is the same note again, you observe,—the rousing of sympathies, the flow of generous spirits,—the desire to help.

What more shall we say—Dickens is known to you all—of Little Nell, of Tiny Tim and the rest; they are all of the one type which Dickens loved to picture. He seemed to have had before him as his great text: "A little child shall lead them."

One thing is everywhere and always impressively taught, namely, that if the stream of sympathy is to be released from the glacial grip of sordidness, selfishness and brutality, and sent bounding through the valleys of human sorrow to make those valleys sing with joy and to transform their arid wastes into gardens of ministry and love, the potent vision to set before mankind is the vision of a child.

THE CHILD AS INDEX OF A PHILOSOPHY.

Philosophical fiction has many notable exponents, but it is probable that among English writers George Eliot holds a place very near the first, if not quite the first. Perhaps this is the very reason why she deals so extensively—not explicitly, perhaps, but certainly with great fullness and power—with the element of childhood in life, having in view the expressing of certain great philosophical principles to which she everywhere seeks to give expression and exposition. The child life in *Silas Marner*, the strange story beginning with the strange childhood of Maggie Tulliver in *Mill on the Floss*, will occur to every one. But the child as the persistent and perplexing element in the determining of a philosophy of conduct or existence is nowhere, in any language, set forth with greater power than in *Romola*.

The curious little figure of Tessa first dawns on us in that story as herself a kind of child, trustful and unreflective, and as typical herself of the innocence of the child becoming the triple wisdom of the serpent. Her trustfulness, her innocence, her absolute belief, leads the gentle and pleasure-loving, or rather pain-fearing, Tito on into the mock marriage which finally discloses to him that he has made a great and enduring relation both for himself and for the child whom he has thus led to believe herself married to him. Tito's dread of pain and of the unpleasantness which goes with pain leads him to defer the

moment of breaking away from the awkward entanglement in which he finds himself, with the result that he establishes a home for Tessa and a care-taker for her, and maintains her throughout his life in a side establishment, till his final break with Romola; and this becomes really the deciding element in his whole subsequent career. Tessa becomes not only the mother of one child but of two. She becomes his relaxation and hence his strength; and he gradually finds that he is held to the unsophisticated, helpless *contadina* not by any of the great ties which bind men and women in this world—union of interests, fellowship of intelligence, or love, but by the visible, tangible exponents of his real life, the children who are actually present and expressing his life.

If ever there was given to the world a powerful setting forth of the grasp of the child upon the human heart and its importance in making the point of view from which we judge and govern our acts and shape our destinies, it is here given. Romola, beautiful, educated, refined, stately, with all the graces of a beautiful and magnificent womanhood, when the first encounter is made between that womanhood in its glory and the little "accident child," shall we call it? of the untutored peasant girl, goes down in instantaneous defeat. Nor is this defeat sustained in the heart and mind of a man incapable of appreciating all the fullness of her beauty and attractiveness. We should say, looking on, that no man whom we can imagine for the moment was more likely to estimate at their highest valuation all of Rom-

ola's great qualities than Tito himself. He was as refined as she. He was more learned than she. He was as handsome a man as she was a woman. He shrank from the vulgarity and roughness of the masses of the streets of Florence with the same kind of repugnance that she exhibited. Their estimate of the monk Savonarola at the outset was about the same. They seemed fitted by all that was external, and by the joining of natures similarly reared, for an ideal life together. In a moment of weakness, arising from his habit of yielding and avoiding harshness and pain, Tito becomes the mock husband of the little *contadina*, and when their child's voice is heard, all hope of reconciliation or union with Romola disappears. I do not forget that the novelist gives us the motive of the sale of the library and the moral disappointment in Tito as the cause for Romola's revulsion. But what made that revulsion incapable of power and destroyed all hope of any subsequent understanding was that soon Tito was listening to the cooing of little Lillo's voice, which drowned out all recollection of either Romola's coldness or Romola's grief.

There is a singular evidence that this lay deep in the author's woman's heart, too, in the chapter where Romola promised herself that she would speak of this other wife; and yet, when the break came, concerning that particular wrong Romola said not a word. She charged him with his ingratitude to his own father and his baseness to her father and herself, but not a word concerning Tessa and the

two little children. That was a silence more expressive of what the human heart thinks about, in its crucial moments, than any words could possibly have been. Amid all the changes and intrigues of Florentine politics and a complicated domestic situation, when the moment of extreme weariness comes, it is with Tessa and Lillo that Tito finds relief and rest. The innocence that reigned here, the atmosphere of perfect belief in himself and all that he stood for, was itself a tonic which stimulated him to new efforts to steer safely through the breakers of plot and counter plot. It is in these little children, Lillo and Ninna, that the author placed the seat of Tessa's power over Tito. Whatever other obligations he might break, whatever other plans he might frustrate, whatever other deep and solemn ties of life and blood he might nullify, the children apparently were able to keep him securely anchored to that in which they figured. Tito kept not a single agreement with anyone, except the purely voluntary one with Tessa! He was bound apparently by no tie of any kind, save this one, which was sealed under the wand of a conjurer at a popular feast. What the law could not do, what the state and its vast interests could not accomplish, what the culture, learning and the whole machinery of the Medicean fellowship found themselves unable to produce, namely, fidelity, Tessa accomplished with her Lillo and her Ninna. If this is not a contrast worthy of childhood, then none exists in literature. In her later years Romola herself

realized this, for among her final words were words of absolution for Tito. The woman had seen herself superseded by the child. * * *

Tito never was so like his earliest innocent self as when with the children, and where affection springs, purity is on the way! We may not pass these statements without challenging them and pointing out that a less pliant nature than Tito's, and one grounded in certain other moral conceptions than those which he found prevailing and which he adopted, might not have found rest where he found it nor relief in the prattle of innocent children whom he could not acknowledge. Nevertheless, the note of solidarity in character, almost the only one we hear in the book as concerning Tito in his complicated relations, occurs in connection with his children. It is interesting that such a woman as George Eliot should have been the one to give this utterance in connection with such a fluid being as Tito. Perhaps his very fluidity suggested it. But whatever suggested it, here you have a note that occurs, so far as I am aware, under similar conditions, only in Greek tragedy,—that

the weakest men, the most volatile and vacillating natures, are made strong, enduring and abiding through the influence of children. In the later chapters Romola seems to see this, and is herself impressed sufficiently by it to adopt the whole establishment, the little child wife and her children, and make them her own wards for the remainder of her existence; and what strikes us here is that Romola never seems to find a note of serenity in her own life till she hears these very little children of the now dead Tito call her "Mamma Romola." Perhaps she heard then the same music to which he listened in his tired moments; and perhaps she could link her golden curls with Lillo's, as she did with his father's in the long past days of his early innocence and radiant beauty, and be at rest.

She, too, had found in the child relief and rest; and in the epilogue of the book, the whole matter is summed up in a conversation between Romola and Lillo, which I believe, all things being taken into account, is the most impressive and illuminating conversation addressed in literature to a child.

WISH AND WILL.

BY PRISCILLA LEONARD.

SCATTER thy wishes, and their arrows fall
Broken and spent, beneath Fate's frowning wall;
Forge from their fragments one sharp spear of will,—
The barriers frown, but thou shalt pierce them still!

—*The Outlook.*

STAGES IN MORAL GROWTH.

By RICHARD G. BOONE, YONKERS, N. Y.

IN all modern thought, the evolutionary process has come to abundant honor. We talk freely about the evolution of institutions, industries, creeds, social customs, political policies, and standards of culture, just as we do about the evolution of plant and animal forms and functions, and the century-long making of stellar worlds. Particularly since Pestalozzi and Froebel, the schools—in theory, at least, if not always in practice—seek to translate learning into development, and regard every present as an outgrowth of a past. Spiritual function, also, has its natural history, not in the race only, but in the individual. Maturity comes through the unfolding of immaturity; higher standards through living up to lower standards at one's best; expertness on high planes through using one's skill on successively ascending lower planes. Efficiency is a growth.

All this has been more readily conceded in terms of the intellect or of the body than of the moral life. There is a very prevalent impression that duty is one and unyielding, the same for child and adult. Few teachers escape this conviction wholly. Truth-telling, respect, courtesy, honesty, and the setting of "ought" before "desire," must be consistently

applied to all ages and social and spiritual conditions; and consistency means uniformity. The discipline of the school, too often even yet, assumes that what is wrong for the man is wrong for the boy; although the boy finds that much of what is denied him the man accepts for himself. The current theory of development, it is here contended, must apply to the moral not less than the intellectual life, and there is here attempted nothing more than a brief natural history of the moral sense.

One important fact in all pedagogical discussion is that of the growth of the ethical or moral sense, its characteristic stages, and the means of formal culture. The growth and the training, both in the individual and the race, follow somewhat uniform lines and established principles. Here, as in the intellectual life, the stages or order of development must fix the distribution of culture.

Primarily, Right, to the child, is what he wants to do. The little one, barely able to sit alone, kicks because of some discomfort and screams furiously till his demands are satisfied. His want is his only standard. If his want is intense enough and strenuously claimed, he probably gets its satisfaction, and thus is not only sat-

isfied but justified. The want may be legitimate and the satisfaction deserved; but that his need was not foreseen, and that it was satisfied only after an expressed, and, it may be, loudly expressed claim, confirms in him the infantile notion that justice is to be had in that way,—that Right is the thing he wants to do or to have, that his will or wish makes Right. Or, refused capriciously and indifferently, and finally listened to, he is again justified. The standard of behavior is his own feeling of want. This, I conceive, is as it should be. Acts are not moral acts unless self-initiated, and however far they may depart from this standard in the years of moral growth, they must return to the self for both motive and choice. In time, he will substitute “enlightened wants” for these animal claims, and find reason where now appears only perversity in his surroundings; but it is still a purpose or a will or a want that is his. But he is weak, and, in general, well-disposed in the presence of an experience which he has found able to do so much more for him than he is even able to think for himself; and, reasonably refused or convinced or appeased, he readily capitulates. The refusal has been preceded by so many generous, loving services, and other refusals have proved so wise, that he yields with readiness and content.

Right, then, comes to be what parental or other authority prescribes. The child approaches his first critical period. The influence of the mother is great. It is no easy matter to exercise authority in such a way that

the child's will will not only not be submerged, but will be strengthened in the power of individual choice. Nevertheless, this is the period of authority. Others must determine for him. The rules of the household, the regulations of the school, the teachings of the church, the requirements of civil authority, are generally wholesome and should be obeyed. It was one of the ethical maxims of Rosenkranz to “accustom the pupil to unconditional obedience to the idea of duty; so that he shall perform it for no other reason than that it is duty.” He is to be accustomed to it, but not corralled as by force. The treatment must not be that of invertebrate concession and severity; neither must it lose sight of the fact that, very early, the child must decide many matters for himself. Any reasonable treatment will be equal to convincing most children that the judgment of parents, teachers, pastors, and civil authorities,—of older persons generally, even older brothers and sisters,—is likely to be safer than his own. Right, then, comes to be that which is prescribed or allowed, or even what is not expressly prohibited. This last, of course, easily leads to technical evasions and quibblings, and to a thoroughly artificial and non-moral standard of behavior. Some people, many perhaps, remain for life, concerning much of their conduct, in the class with those who conceive that only to be right which they wish to do; others never outgrow the second stage, but either accept weakly the dictum of those in authority or hold themselves at liberty to ignore such commands as

may be evaded, holding that "a theft undiscovered is not theft," that dishonest tax returns are legitimate if let pass, that a drafted patriotism is honorable, that unrebuked discourtesy is no wrong. Besides, it is not needed that one live long to discover that some people, so-called good people, respectable and honored, regulate their conduct by very unconventional and repudiated standards. If they can do so and retain self-respect and receive honored mention and be efficient citizens, why may not others? Children of one family find themselves under prohibitions that do not apply to their young companions. The restraints are brought to trial. Home rules are questioned. The fairness of parents and teachers has come to doubt in the mind of the child. Shall he obey commands or follow customs?

Almost inevitably, Right, for the youth, comes now to be what people about him do; not what formulated rules prescribe, but what conduct people show. This is the beginning of respect for public opinion. One of the heart-breaking discoveries of parents comes when they find that a child is growing away from them. He begins to know things they do not know; to have interests they have not inspired; to entertain notions of behavior at variance with theirs; to plan his entertainment without consulting them; to weigh their counsel. But it is the order of things. The growth of the moral sense in him rests upon the exercise of this sense. More and more, his acts must be purposed from within, not from without. In the meantime he comes to be increasingly

influenced by his companions in the home, in the school, and in the neighborhood; by friends of the family, and by chance acquaintances. He becomes sensitive to public opinion about matters of speech, dress, manners, his personal appearance. Under certain influences he becomes tidy, as never under the influence of his mother. Stimulated by some forceful character, he grows ambitious of achievement, studious and full of plans; he adopts the ways and manners of a gentleman. Under other influences he swaggers, or affects to dissipate, or befouls his language, or revels in exciting literature, or wastes his leisure. He is at the age when it is easy to accept the saying that "one is better with others than when he is alone, and worse with others than when alone." He is observant of ways of doing, rather than of any code or prescriptive reasons; of custom, not ideals; or sensitive to ideals as they are revealed in custom. That is, he begins to select, from current behavior, what he wills to do. He assumes the position of arbiter. It is apparent to adults that it is really society that decides for him. He thinks that he determines what part of society shall affect his decision. She is a wise mother or teacher whose exercise of authority has been such that instinctively he determines wisely. The transition from the first stage to the second was a gain, a real moral gain, because he passed to the guidance of a larger experience—that of his parents. The change from the "must" of the second period to the selected

practice of the third was a long step because it marks the beginning of self-judgment in conduct as against blind following of a borrowed judgment. In doing as he finds others do, and not as is prescribed, he makes many blunders. Fine manners sometimes rest with the incompetent or the vicious. The companionship of those whose ideals he adopts does not always bring him either respect or recognition. He sees no personal advantage in such behavior. He begins to pass judgment upon his companions, as once he did, and perhaps continues to do, upon those in authority—his father and mother and teacher. Shrewdly he concludes that he must keep his own counsel and do what pays, *i. e.*, what pays according to his standard of worth.

As a result of experience, and chastened by it, he now takes Right to be what is useful. The transition, again, is one of improvement. Personal choice begins in a direct way. Right ideals will assist much in knowing what is really useful, as will early example and habitually gentle behavior and a character that has been forming in the midst of genial, straightforward and sensible but tender companionships. What he regards as useful will be largely determined by what people about him have regarded as useful, and with what face it has been presented. In general, he will accept as probably serviceable, to him, what successful people have done—people whom he regards as successful. This is the age of hero worship, of the birth of ambitions, of an assertive self-confidence, some-

times rudeness, and, occasionally, over-sensitiveness; of real devotion to purposes and of hopefulness. Not infrequently it leads to or is accompanied by secretiveness, deception, and, if put to a stand, falsehood. He becomes concerned to justify himself and his gallery of historical or contemporary personal characters, kept for admiration or example. He has a dawning respect for ideals and tries to find explanation for success and efficiency, and manly behavior, and heroism and the heroisms; he begins to see in certain social conventions something more than mere forms. He is less insular, and finds reason for respecting high achievement of men and women in other times and places and under very different codes; he begins to have faith, touching conduct, that there is somewhat that abides.

Finally, in this natural history of the moral sense, there arises the conviction that, in the experience of the race, that which has been found to have enduring significance in human conduct has a validity beyond creeds and codes and the rules of institutions and the dogmatism of teachers or any external authority. In the schools this conviction may be strengthened—it should be—and effective form should be given to the ideals through chosen biographies; through the great fictions; through the world's eminent leaders; through the race's Bibles—the high water marks of its achievements in living, in ethical insights, in devotion to ideals, and in epoch-making faiths; and through history, with its wonderful overcomings, its ameli-

orations and its altruism. "Ideal literature, the better class of fiction and poetry, which not only reaches the intellect but touches the feelings and brings the motive powers into harmony with ideal characters, deeds and aspirations, may have the highest value in forming the ethical life of the pupil. Here is presented the very essence of the best ideas and feelings of humanity—thoughts that burn, emotions of divine quality, desires that go beyond our best realizations, acts that are heroic—all painted in vivid colors. By reading we enter into the life of greater souls, we share their aspirations, we make their treasure our own. A large share of the moralization of the world is done by this process of applying poetry to life." There comes, thus, a sense of the permanently good; a sense of an "ought" that is personal and not to be evaded; a conviction that that way lies contentment, self-respect, worthiness.

It must be understood that the foregoing presentation of the development of the moral sense, as worked out in one's social environment, does not pretend to be a philosophy of morals, but a brief natural history of the faculty as it comes to the surface in childhood and youth. The conditions and laws of such growth are similar to those of intellectual growth. There is always present the fact of personal responsibility. The act, to have any distinctive flavor, must be one's own. The notion, too, of the quality of rightness or wrongness in conduct, has an early beginning and can only grow—it cannot be manufactured.

Moreover, character, like scholarship, is the product of individual effort. Each must work out his own salvation.

As concerns the cultivation of the moral sense by the school or the home, beyond what has already been said, what may be done with advantage will vary with the disposition and varying points of view of the child. In general, it may be said: the moral responsibility must be estimated in terms of his own experience, not that of his teachers or elders. A man shall be judged in moral matters also according to that he hath, of insight and maturity and ideals, not according to that he hath not. As the sense of obligation is at first negative, however, there is required, at this time, an intelligent exercise of authority. But it should be the authority of wisdom, wise sympathy and understanding, not the authority of officialism. It should guide without dominating; instruct and inspire, not compel. As conduct greatly depends upon habit, right conduct should be early mechanized in all minor and conventional forms. These habits of behavior constitute the carrying machinery for the more distinctly moral actions of later years. A scrupulous observance of the forms of manliness and honesty and social courtesy makes easier, stimulates too, the practice of manliness, honesty and gentle courtesy. At certain stages also, in the growth of the ethical sense, utilitarian and prudential appeals most readily reach the child. This is the stage of "honesty is the best policy," and should be so recognized. It is not unworthy because it

is not the highest appeal. Just as punishment for willful wrong-doing is legitimate, so is reward for purposeful right-doing. But the reward must be accorded for a conquest over self and not, for instance, because a pupil has surpassed some other in the observance of regulations. Appeals to the desire of approbation, to love of decorations or membership in leagues or societies to which all may attain; to the appreciation of coveted privileges of service where the evils of rivalry are avoided, or of objects of material value won by thoughtful conduct or fidelity to child responsibilities;—such appeals are all valid marks of recognition of the utility stage in the development of this sense. The object of all discipline and punishments and rewards is not to secure or maintain “good order” or obedience to rules, but they look to the cul-

tivation of the right habits of mind and a disposition to choose safely. Mere disorder may often be safely overlooked, if the child be really gaining in self-control and considerateness. The fact should also be noted that, in the normal growth of this ethical character, there is a gradual substitution of distant for present or immediate pleasures and interests as motives to right conduct. The hope or reasonable assurance of “promotion” at the end of a school period is a real and healthy motive to a child at certain stages of his advancement; an assurance that his labors shall not go for nothing, and that no technical and accidental shortcomings shall be allowed to cheat him of his deserts. He is an utilitarian and has so fine a sense of fairness that any really fair dealing with him easily tides him over a doubtful period.

VACATIONS.

BY HENRIETTA R. ELIOT.

“WHAT shall you do this summer?”

“Nothing!” I stanchly said;

“Neither books, nor Chautauqua, nor Concord,
Shall claim my tired head.

“I shall lie at length in the sunlight

And count the pine-tree plumes,

And fill my senses with silence,

And the odor of clover blooms.

"I shall stand and stare, like the cattle,
At the rim of the Earth and Sky,
Or sit in the lengthening shadows,
And see the sweet days die.

"I shall watch the leaping squirrels,
And the patient, creeping ants,
And learn the ways of wee wood folk
In their unmolested haunts.

"And perchance, in the hush that follows
The struggle to be wise,
Some Truth which was coy beforetime,
May take me by surprise."

—Selected.

FROEBEL'S LIGHT AND SHADOW SONGS.

BY JEAN LAVERACK, BUFFALO, N. Y.

OUTLINE.

I. Froebel's method of presenting universal truths, compared with usual methods.

II. Froebel's Light and Shadow Songs. Sequence in entire group.

III. Sequence in thought and central truths of first four.

IV. Development of religious thought in these four.

V. Central truths of last four.

VI. Outline study of Light and Shadow in Kindergarten.

lying his system and throwing its light upon the problems of child nature.

Truth is wide and hard to define, but, in part, it would seem to be this—that a child is part of Nature, and, therefore, that the universal laws and truths which govern and simplify life are not external and arbitrary but *natural* to him, and may be so developed in him that he will live in harmony with the world, possessing a grasp of the world.

IN studying Froebel's work, whether in detail or as a whole, we find so many of our questions answered, so much of what was formerly dim and confused in our minds made clear and definite, that instinctively we look back to see what truth is under-

The question of presenting spiritual light to children is one which most parents and teachers evade as long as possible, either with the idea that spiritual light will "come" anyway or with the idea that the child would better wait until he is stronger and more

able to bear what to them is a weight and not wings. Of the two, the former is perhaps the wiser. The spiritual light will "come." No power on earth can stop it. If no one is concerned to open the way for it, or to feed the flame of it, the chances are that it will exist only as a pale, feeble glimmer, shedding little luster into the life; but the child's nature will not at any stage be normal and healthy if there is nothing in his environment from which to draw spiritual nourishment. A living plant seeks the light. A child's nature seeks the light, without which its spirit cannot grow; but to present, in accordance with the second idea, the accumulated results of years of spiritual experience to a child, when he has supposedly reached a proper age, is to blind his eyes with a full blaze when, as yet, they are not accustomed to any. The trouble in either way seems to lie in the failure to grasp this thought of Froebel's, that all truth is *natural* to a child, and, if presented in a *natural* way, will have a *natural* growth. Froebel realized, also, that even the life of a child is sure, sooner or later, to bring experiences of darkness and shadow, and that he must somehow be made to feel the relation which these bear to light.

With these ideas in mind, Froebel wrote a series of plays designed to help a mother to meet her child's growing attraction toward spiritual life. This series comprises three groups: the first includes four plays dealing with the unconscious attraction of light; the second, two showing the relation of light to shadow; and

the third and concluding group, two in which there is a conscious letting in of light.

Froebel begins, very naturally, with the play called *The Child and the Moon*. Through it he offers to the mother simply a suggestion that when her child gazes in rapt attention at the moon, she should not disregard this joyful perception of light but let him have the experience which gave rise to it as often as possible. He reminds her that "the moon's attraction may be the point of departure for the development of that spiritual attraction of which it is but the vanishing symbol."

He assumes that a child, after gazing often at the moon, will some night feel a longing to reach it; and accordingly, his second play is that of *The Little Boy and the Moon*. For the child there is the picture, from which the mother may elaborate a story of how the little boy, after looking many times at the moon, wanted to go to it and so placed a ladder against the wall and tried to climb there. For the mother there are the suggestions that when her child manifests a similar longing, she recognize this as a natural step from perception to aspiration; that she look with loving and not scoffing eyes at this his first attempt to climb. Her endeavor must be "to help him to find the inner unity before he loses the outer." Here is her opportunity to talk to him of the wonders and mystery of the heavens above him, to let his little heart thrill

"With a sense of the triumphing night—
Night with her train of stars
And her great gift of sleep."

It will not seem strange to any child that in the next picture there is a little girl stretching out her arms toward two bright stars, and exclaiming with delight: "Father and mother stars!" "With whatever a child's heart is full, he fills his environment." To a child, all things have life, and that anything should lack a father and mother is beyond his conception. It is another warning from Froebel that animism is no mere fantastic dream of a child. It is an expression of his perfect, though ignorant, faith that one spirit lives in and through all. In this play, called the *Little Maiden and the Stars*, the aspiration seen in the preceding one has deepened to this form of animism or sense of relationship.

But, if every child is attracted by the light, there must be some means of satisfying his longing. He is not drawn to it only to be thrust back. There is a way by which he may have the light. The last play of this group is called *The Light Bird*. The name refers to the game so often played by children, when a flash of light is thrown by a prism from the surface of a mirror on a shaded wall. Children delight to chase this gleam and try to hold it. To their dismay, they find they cannot. Then will follow merely a disappointment, or a possible beginning of spiritual life, when the child receives a dawning presentiment that the most beautiful things cannot be held in the hand, that

"We must do own what we own not,
But which is free to all."

This concludes Froebel's first series of Light Songs. That the sequence

is a reasonable one may be seen by looking back to the first manifestations in this direction of the race child. Wonder is commonly recognized as the beginning of reverence. It was from observing with wonder and feeling with awe the mysteries in nature,—the passing of the seasons, the moon and the stars, the peal of the thunder,—that the savage was inspired with humility before some unknown Power that was back of these things. That he felt the same aspiration as the boy who tried to climb to the moon may be seen even in the stories of such a comparatively cultivated race as the Hebrew; as, for example, in the story of the Tower of Babel. "Go to," they said, "let us build us a city and a tower whose top may reach unto heaven."

All early religions are forms of animism. A savage attributes to everything the same life and faculties that he himself possesses, and all the relationships and experiences common to him he attaches even to different forces in nature. Since his life is dependent upon the favorableness of these forces, he bows himself before them. Out of this humility, simple and sincere, came eventually, as a reward, a reverential conception of a true Power, thereafter the object of his worship—a Power that he cannot grasp except as the child grasps the Light Bird,—in his heart, within his soul.

Following these first four Light Songs, Froebel has arranged two intended to show the relation of light to shadow. Again, his aim is to show the child the natural result of an ob-

ject's being placed between himself and the light. He had only to take the game so often played by children and point out to the mother its importance. A light thrown on a blank wall presents no picture. Let the child thrust his hand into the light, and a shadow is thrown. Teach him how to extend his hand and bend his fingers, and he will have a picture. This will delight a child, though any presentiment of the truths thus symbolized may not dawn for years. A mother, however, can learn from this game something of the relation that the real shadows of life bear to the Light of life. She will see that any shadows that she has made she can also transform, as her child transforms the shadow of his hand, into a picture; but the shadows thrown by an external force, for which she is not responsible, she cannot change. They are simply reflections of that force; and if she would see beauty in the shadow, she must feel the beauty of the force.

Accompanying this play, which is called the *Shadow Rabbit*, is one, *The Wolf and the Wild Boar*, the object of which is to lead a mother to point out to her child, by taking advantage of his love for and interest in animals, that "in Nature every creature conforms to the stage of being it has attained, and lives and develops in harmony with the demands of its total environment." He will be interested in seeing the pictures and making the shadows, and, by his interest being aroused in only what is highest in animal nature, his mind may be kept simple and his higher instincts, only, awakened.

Having given the child experiences dealing with shadow, Froebel completes his series with two plays in which he makes a return to light. These are called the *Window Plays*. He desires that now there be a conscious letting in of light and not simply the unconscious attraction. The idea of the window plays originated in his mind through the fondness of children for peeping at light through a pin hole or between the fingers or through little panes of glass.

"A little baby seeks the light,
Not with intelligent intent;
It is his native element."

The object, then, of these plays is to encourage this instinct and make him love the light and "walk honestly, as in the day." The picture is full of suggestions for stories: the little girl letting light into the cellar; the boy going for more glass to mend the window, so that he can look out again; the flowers and vines growing upward in the sunshine. The pictures and stories will help the child to feel his place in the world as one who shares, and must share, the greatest things with others.

It is fortunate for kindergartners, or for any who have to deal with children of different ages and degrees of intelligence, that, as there were no distinct lines where the different steps of religious thought were joined in history, so there are no distinct boundaries between the different stages through which a child lives; he does not wholly outgrow one stage before he is deep in another. It is safe to approach children of kindergarten age at almost any point, but it is, of

course, reasonable to have a definite outline before attempting to present this subject. Light, in the abstract, will not interest them, at least at first. Its effect upon things in which their interest already exists is one point of departure. We may begin with the sunshine, and talk over with them its effect upon seeds and plants and flowers, upon children, upon the home and the kindergarten. We may talk of the warmth it brings in summer, the heat stored in the ground during the winter, and, in general, give an impression of the warmth and comfort and life-giving power of the sun.

It will be easy to lead from this to a talk about the moon and stars. They, not being so familiar, will have an added attraction. In the dark, which is always full of wonders for a child, he will be doubly impressed by the shining lights above him; and though he may seldom have an opportunity for seeing the sky at night, yet the few glimpses he does get will mean much to him. The poem of Dr. Babcock's about the little boy and the moon makes one feel how a child's heart is filled, not with any longing for the latest scientific facts as to *what* the moon is but with a deep joy in the beauty of what he sees.

" 'What is it that you see, my child?' said I.
 'The moon, so beautiful,' was his reply.
 'But tell me what the moon is—do you know?'
 'It's beautiful!' he said, his face aglow."

We may talk to the children about how the moon shines on children here and children far away, and makes paths of light for those who walk in the darkness; of the little twinkling

stars which, because they are always bright and steadfast, help to guide the sailors on the sea and all who are lost. Some child may perhaps ask how he can get to the moon, and if it would take a very, very long ladder to reach so high; and then he may be led to feel that it would do no good to reach the moon, since we have its light, which is all we need. Then he will want to touch the light, if he cannot touch the moon; particularly will he, if some morning he sees the gleam thrown by a prism or bit of mirror. He will fly everywhere trying to catch it, and only after he sees it *on* his hand but never held *in it*, will the light in his soul perhaps gleam brighter and will he see dimly that he can have the sunbeam's flash without holding it. Suggest to him other beautiful things that you know he has seen, and help him to recall them and *have* them again.

In watching the moonlight, a child will very likely speak of the very dark shadows that the trees or houses throw when they come between him and the light. From this you may introduce the shadow pictures, showing the means of transforming blank shadows into pictures, and how both light and shadow are necessary to a picture. Make him see that the shadows he makes he can also change, but that the shadows thrown by other objects he cannot change except by changing his attitude; that the position from which there is least shadow to be seen is the one squarely in front of the object throwing it.

It would be wiser never to end with the shadow plays, since the im-

pression to be made is rather a desire for light in its more attractive forms.

As I said before, the picture is the best introduction, the many little pictures suggesting stories that the children will like and that bring out the point in different ways. Perhaps the most important idea is the very simple one, that light cannot always come

because so often there are barriers to its entrance. The sun and moon and stars can only show their light when the clouds have disappeared. We can only have light in our rooms when the blinds are open and the windows clean. We can always have plenty of light if we only make an effort to let it in.

THE CALL OF THE HILLS.

BY MARY E. PLUMMER, PORTLAND, ME.

FROM the hills afar
A joyous call we hear,
In countless voices low and sweet;
We hear it in the winds
And in the bird notes clear;
"Come forth! come forth! the day to greet."
And all the streams the words repeat
With rippling laughter gay;
"Come forth! again 't is day."

"No longer sleeping lie,
For rosy grow the skies,"
Across the dewy fields they call,
While from the songful vales
The morning mists arise.
"Come, seek me!" sings the waterfall,
"Oh, hasten!" cry the voices all
Of fair green beckoning hills,
Of merry laughing rills.

Ah! joy is on the hills,
Where winds blow fresh and free;
What here we only know in dreams.

Up there with eyes undimmed
 And vision clear we 'll see,
 And find, betrayed by sunny gleams,
 The springs whence flow the singing streams.
 We hear your voices sweet,
 And come with footsteps fleet.

In shaded woodland paths
 Where sifts the morning light
 Aslant the mingled branches through,
 With eager feet we climb
 To where the sunlit height
 Reaches to meet the stainless blue.
 Here feet must pause, but, glad and new,
 Our thoughts have wings and rise
 Still upward to the skies.

BACK YARD STUDIES.

BY ELEANOR SCOTT SHARPLES, WEST CHESTER, PA.



doleful picture! Children should never be kept in small back yards; and there should never be "only" children anyway; and mothers really ought to find time to play, or else have nurses. But there are so many things in this world that are not as they ought to be, and we feel so helpless to effect any change, that it occasionally does one good to see if there

are not advantages in things as they are. At least it cheers one up a little. When back yards are small there are usually a good many of them quite close together and consequently neighbors are plentiful; so that, although my child is the only one who habitually eats and sleeps in our house, she is very seldom an only child while in the yard. The yard in question is inclosed by a high board fence which makes a most effectual boundary to the small world within; at the same time the fence is high enough to be very exciting to climb, and when one reaches the top it gives the same feeling of exaltation and conquest one feels when reaching a hilltop and



"SELDOM AN ONLY CHILD WHILE IN THE YARD."

looking out from the new point of view. Boundaries are very good things to impress on small children's minds. The idea of "thus far and

no farther," which this dull fence is making, gives me a point of departure for many a moral lesson. And is it not possible that the young minds thus indelibly impressed by fences may develop a keener appreciation of the rights of property than those of the "more favored," who live on large lawns with nothing to mark the "mine and thine"?

The boundaries need not be ugly, either. Climbing roses on the natural gray wood have a very artistic effect; some people prefer them to paint. These same high fences also make it possible to keep families of chickens and kittens and other dear young things, which mean so much to our little folks and give a constant training in the shouldering of responsibilities. Then, too, these fences keep the only child and all the other



"HIGH ENOUGH TO BE VERY EXCITING TO CLIMB."



"CLIMBING ROSES ON THE NATURAL GRAY WOOD HAVE A VERY ARTISTIC EFFECT."

children so near that their happy voices float in through the window to the mother "too busy to play," and she can guard against the beginning of many a trouble, which, if unnoticed, might grow to a wrong. She can be referred to for information and help (by the way, she is seldom too busy to listen and talk), and she is always called to applaud every triumph and joy.

A small yard gives opportunity to know thoroughly all that is in it. Not a dandelion pushes up its enterprising head in the early spring that is not greeted with joy and that is not, each day until the ball of beautiful seeds is ready to blow, watched as tenderly as if it were a cherished orchid in a greenhouse. And the dear

little white clovers—every one is a treasure. And the ant-hills—even the wise Solomon thought them worth studying. A small yard may have



"CHICKENS AND OTHER DEAR THINGS."

several varieties of ants, besides caterpillars and butterflies and, of course, rose bugs, if you have roses, and angle-worms, and a host of other tiny live creatures which do as well to help mould the intellect of the young naturalist as more aristocratic specimens from farther away. Our back yard has an express wagon, garden tools and a step-ladder, and sometimes a wood pile and a swing, and that greatest of all delights, a sand box. Children seldom admire large things as much as small ones. Did you ever see girls have half as much real fun with the life-sized doll as they do with the small ones, of which they can have a good many? I traveled a good deal while quite young; but of all the beautiful scenery I saw, nothing gave such keen delight as did the minia-

windowed houses with exquisite little gardens; and its ponds with islands in them. I, standing beside it, was a giant; the tallest tree was not so tall as I. Floods of beautiful imaginings passed through my mind. It was a



“AN OASIS IN THE DESERT.”



“ENGINEERING FEATS EQUAL TO TUNNELING THE ALPS.”

ture Japanese landscape. Nothing could compare with its little mountains covered with real live little trees; its rivers spanned by artistic arched bridges; its dainty latticed-

place where I could see things in their relations. I could understand it. I was not ready for landscapes suggestive of infinity and of the Almighty; but the miniature landscape, which made me a giant, brought a thrill which comes yet when memory brings back the scene. The sand box offers a similar means for the making of scenery most extended. In it the young folks take railroad journeys without growing tired of sitting still; and they perform engineering feats equal to tunneling the Alps or laying the Atlantic cable. Two wooden chairs and an old plaid shawl have the magic power to turn one easily into an Arab, one's doll coach, cart and dolls into a mighty caravan, and the whole yard into a desert with one tiny tree for an oasis,—a desert with-

WISHING WISHES.

A STORY FOR THE ALL GONE SONG.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO:

Wishes are lost in empty air
Unless the wisher does his share;
And fairy gift will always be
But golden opportunity.

Early teach your child to see
That golden opportunity
Waits not for him, but he must be
Waiting for opportunity.

ONCE upon a time two little boys sat on a doorstep wishing wishes.

"I wish, I wish," said the first little boy, whose name was Robin, "I wish I had something to eat as good as ice cream!"

"So do I," said the other little boy, whose name was Bobbie, "and a rose as red as my sister's new Sunday dress."

"Yes, indeed," said Robin, "and a pony to ride."

"Oh, yes," cried Bobbie, clapping his hands, "a real, live pony to ride away!"—

And then they both cried "Oh!" For, do you believe it? there right before them stood the tiniest, the loveliest lady they had ever seen!

Her hair was like sunshine, her eyes like the skies, and her cheeks like roses; and she had wings more beautiful than the wings of a butterfly; for she was a fairy.

"I am your fairy godmother," said she, "and I will grant you three wishes if you will do just as I tell you."

Robin and Bobbie had never known before that they had a fairy godmother; but they were very glad of it, and listened eagerly to all she said.

"Get up in the morning when the stars are growing pale," said the fairy godmother, "and be at my golden gates when the lark sings his first song."

"But how shall we find your golden gates?" cried Robin and Bobbie together.

Then the fairy godmother put her hand into her pocket and took out two tiny feathers.

"Blow these into the air," she said, as she gave one to each child, "and follow them wherever they go; and when they fall to the earth again you will find my golden gates near by."

Then, before the little boys had time to answer, she vanished from sight, and only a bright spot of sunshine showed where she had stood.

Robin laid his feather down on the doorstep and ran to look for her, and when he came back the feather was gone, for a breeze had blown by and

whisked it away; and though Robin ran after it he never could catch it.

"Now there!" he said, "that horrid breeze has blown away my feather, and how shall I find my fairy godmother's golden gates?"

"Never mind," said Bobbie. "I have my feather safe in my handkerchief; and if you will get up early in the morning, you can go with me."

"All right," cried Robin; and both little boys ran home to tell their mothers the wonderful thing that had happened to them.

When Bobbie got to his home and had told his mother and eaten his supper, he made haste to go to bed; for he knew that he must be up betimes the next morning. He folded his clothes on a chair, tied the feather up loosely in the handkerchief and pinned the handkerchief to his jacket, that everything might be ready when he waked up.

Early, early in the morning, when the stars were pale, he jumped up and dressed, and ran to Robin's house.

"Robin! Robin!" he called, as soon as he got there; but Robin was asleep. He had not gone to bed with the birds, and he did not hear Bobbie call until his big brother waked him up; and then he said:—

"Oh! I'm too sleepy to go now. Tell Bobbie to go on and I will catch up with him."

So Bobbie started off alone. When he reached the road he shook out his handkerchief, and away flew the feather over the fields and meadows where the dewdrops waited for the sunbeams to make them bright. Bobbie followed it wherever it went,

and by and by it flew near the lark's nest. The lark was just getting up.

"Good morning," said Bobbie. "When will you sing your first song?"

"When I fly up to the blue sky," answered the lark; and he flew up, up, till he looked like a tiny speck against the sky, and then he sang his morning song.

Just then the feather fell to the earth, and Bobbie found himself before the fairy godmother's golden gates which were swinging wide open.

The fairy godmother herself was waiting to greet him, and she led him into her beautiful garden where all the birds and all the flowers were waking up. In the garden, under a tree, was a little silver table, and on the table were two golden bowls, each with a golden spoon beside it, and filled to the brim with fairy snow.

"One is for you," said the fairy godmother; and when Bobbie had tasted the fairy snow, he liked it so well that he ate it all up, and it was better than ice cream!

Then the fairy godmother took him down the garden path till they came to a rose bush; on the rose bush grew two roses as red as Bobbie's sister's new dress, and that was very red indeed.

"One of these is for you," said the fairy godmother; and after Bobbie had plucked one very carefully, he pinned it on his jacket that he might carry it home to his mother.

"Now," said the fairy godmother, "what was the last wish?"

"A pony!" cried Bobbie, "but you surely can't give me that."

"Look under the willow tree," said the fairy godmother, smiling. And there, sure enough, were two ponies! One was white and one was brown; and they had saddles on their backs, and golden bridles, and were all ready for little boys to ride.

Bobbie looked at them both and took the brown one, because it was a little like his father's big brown horse.

"Good bye," said the fairy, as he jumped on the pony's back. "You have done your part and I have done mine, and I wish you well in the world."

Then Bobbie thanked her and rode away through the golden gates toward home; and on the way he met Robin.

Now Robin had got up late in the morning when the sun was high, and had started out to look for his fairy godmother's golden gates. As he was wandering about, he met a grasshopper, and said:—

"Grasshopper, grasshopper, do you know where my fairy godmother lives?"

"Not I," said the grasshopper, laughing till his sides shook. "What a funny boy, not to know the way to his own godmother's!"

This did not please Robin, so he hurried away; and before long he met a bird.

"Bird, bird," he cried, "do you know where my fairy godmother lives?"

"Not I," said the bird, whistling in surprise.

"Nobody knows anything!" said Robin; but just then the lark flew by,

and when he had heard the whole story, he said:—

"A little boy passed my nest just as I was waking up this morning, and I will show you the way he went."

Then Robin made haste as fast as he could from the lark's meadow, and very soon he met Bobbie on the brown pony.

"It is all there, Robin," cried Bobbie, "just as she said. There's a bowl of fairy snow on the table and a rose in the garden and a pony under the willow tree!"

When Robin heard this, he ran as fast as he could to the golden gates; and he scarcely spoke to the fairy godmother, for he spied the golden bowl on the silver table.

But the fairy snow was all gone. It had melted away in the warm sunshine, and when Robin looked in, there was only a drop of water left in the bottom of the bowl.

"The sun has been shining while you were on the way," said the fairy godmother.

But Robin thought of the rose and the pony, and made haste down the garden path till he came to the rose bush.

But the rose as red as the Sunday dress was gone, and only a heap of rose petals and a stem showed where it had been.

"The wind has been blowing while you were on the way," said the fairy godmother.

"Dear me!" said Robin. But he remembered the pony, and off he ran to the willow tree.

But when he got there, all he could see was a golden bridle hung up in a tree; for the pony had gotten so tired

of waiting and waiting and waiting for somebody who did not come, that he had broken loose from his bridle and gone back to fairyland.

"There now!" said Robin, "I've had all my trouble for nothing. I wish I had n't come!"

And, do you believe it? he had scarcely spoken when something whisked him up and whirled him away, and the next thing he knew he was sitting on the very doorstep where he had been when he was wishing wishes!

CHILD'S GOOD NIGHT SONG.

By EDITH H. KINNEY, SCHAGHTICOKE, N. Y.

Good night, you sleepy little birds,
 Each in your cozy nest;
 Good night, good night, you drowsy flowers,
 That droop your heads in rest;
 Good night, brook! though I know you're one
 That through the darkness sings;
 Good night, you butterflies and bees,
 That somewhere fold your wings;
 Good night, kind sun! When we awake
 Oh, make to-morrow bright!
 And now—that I may none forget—
 Dear Out-of-Doors, good night!

TONY'S OUTING.

A CHILDREN'S STORY FOR GROWN-UPS.

By EDNA EVERETT, CHICAGO, ILL.

TONY'S black eyes opened wide with wonder and delight. Never, in all the six years of his tumultuous life, had he imagined such a scene. It must be fairyland! or perhaps it was heaven; and "Teacher," as the other children called her, must be an angel. True, she did not resemble

the pictures of angels that he had seen on the church windows. In fact, no one else would have called her pretty; but Tony was not critical.

Had she not smiled at him, and had she not called him "Dear"? No one else had ever done that. Strangest of all, she seemed to have come for the

express purpose of entertaining the children. "Aw, look, Tony! look! Yer in de park!" shouted small Mikey, slapping him rudely on the shoulder. "See de grass, and jis' see de trees! An' Teacher's goin' take us to see de an'mals!" "Oh, yes! de an'mals," chorused a dozen voices; "le's go see de an'mals!" And as "Teacher" was borne onward by the excited band of ragged waifs, Freddie confided to her: "Tony's new to de nursery, ye know. He's never been to de park before to-day!"

Angelina, a pale little Italian maiden of six summers with the careworn expression of a tired mother of thirty, tugged bravely at Jimmie, her small brother, the only baby who had been allowed to come along. Not that the fresh air of the park would not have proved beneficial to the other babies; but there was a woeful scarcity of volunteer helpers, and of money as well, at the day nursery, so only the older children, and only as many of those as could be cared for by one person, could enjoy the outing.

The other children, unburdened by babies, were wild with delight. Some showed their agility by turning hand-springs; some rolled over and over in the grass, stopping occasionally and capering around trees and bushes like caged animals that had suddenly gained their freedom, and shouting like a band of veritable savages. Tony alone was silent, though his eyes danced. His head was thrown back, and his pale face, outlined by a mass of black curls, made a picture worthy the brush of any artist. But he was ragged and dirty, and his home (for

by this name he called the one room on Ewing street in which lived his mother, a creature he called father, and his seven brothers and sisters) was in the very heart of Chicago's slum district, so Tony ran no risk of being petted and spoiled on account of his remarkable beauty. Besides, there were many other beautiful children to be found on Ewing street, had anyone cared to take the trouble to apply enough soap and water to discover hidden beauty.

Suddenly Tony stopped, pulled at "Teacher's" skirt, and, pointing to a statue of Schiller in their path, asked in an awe-stricken whisper: "Say, lady, is dat Gawd?"

Mikey heard this and answered it with a shout of derision. "Hear de kid," he cried, "he tink's" - but his thoughts on the subject were never known, for he was promptly flattened on the ground by the clenched fist of seven-year-old Bill, the claimant of the proud title of "de tuff."

"Don't youse know nuttin'?" Bill asked, shaking his fist savagely in Mikey's face. "Why, dat do look like de Lord on our church!"

The children quickly took sides, and for a moment a pitched battle seemed imminent; but it was only for a moment, for an automobile suddenly speeding by, with puffing steam and clanging bell, distracted their attention and so filled them with wonder that all ran pell-mell toward the drive to watch the strange object pass.

"Oh!" cried Bill, "it sounds jis' like de patrol wot come atter my fahder las' night."

"Aw, my paw's rode in de 'trol

more 'n youse," asserted Mikey, assuming a belligerent attitude; but a call from the teacher that the animals were not far away, averted another pugilistic encounter. They could fight any day; in fact, they did fight every day; but it was not every day that they could visit Lincoln Park and the animals, so 'all trooped on.

The animals were viewed with many expressions of surprise and delight, and the appellations given them would have proved startling and instructive to any zoölogist. Five-year-old Freddie, who upon all occasions "swear'd awfuller 'n his paw," as his sister Mary expressed it, was lost in speechless wonder; while Mikey, who had seen a "reely show" and recognized and called the elephant familiarly by name, was the envy of all.

The lake next claimed their attention; and after Bill had fully impressed his small hearers with the fact that he had been "washed all over onc't," and had silenced all doubters with threats which no one wished to see him carry out, peace for a time reigned supreme. The children splashed and shrieked to their hearts' content; and when finally the rapidly disappearing sun warned them that it was time to journey homeward, and the little procession headed toward the nearest car line, they were so quiet and subdued that the teacher, who knew little of the hardihood of the slum children, felt some anxiety in regard to the health of her small charges.

All were tired and hungry, but not one child thought of complaining, for they were not accustomed to having

their feelings and wants made a topic of conversation and concern. Suddenly the unwonted silence was broken by a scream of terror from Angelina, who, with Jimmie in charge, was leading the way several yards in advance of the others; and all looked up just in time to see Baby Jimmie snatched from the path of a runaway horse by Tony, then to see Tony fall under the hoofs of the frightened animal, and lie where he fell, apparently lifeless. In an instant all was excitement.

Tony was quickly lifted into a passing carriage and driven to the nearest hospital; the other children, after being convinced that there was no hope of seeing a patrol wagon, moved on in great disappointment,—some avowedly envying the "noo kid," who had the distinction of being hurt and riding in a "reel" carriage. Tony's injuries were found to be slight; but after being tenderly bathed and put to bed, he was told that he must remain in the hospital a few days and rest. As his tired but contented gaze wandered from one clean white bed to another and then to the flowers on a table near by, to the white curtained windows where the bright sunshine poured in and then to the pleasant-faced nurse who moved noiselessly about the room, he was heard to murmur: "Oh! I wisht maw and all de kids 'd git most kilt, so they 'd be sent to dis fine place, too! And I guess dat must a been Gawd I seen in de park, and he heard me tink: 'I never want to go back to Ewing street no more.' Mebby he 'll let me stay here an' in de park allus."

ELEVENTH ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION.

ROCHESTER, APRIL 27-29, 1904.

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NEW HONORARY MEMBERS.

Dr. William T. Harris, Washington, D.C.
Mrs. Alice H. Putnam, Chicago, Ill.

NEW BRANCHES.

The Association of Public School Kindergartners of Manhattan and The Bronx, N. Y.
The Geneva Kindergarten Association, Geneva, N. Y.
The Froebel Society, Muskegon, Mich.
The Alumnae Association of the Froebel Training School, Harrisburg, Pa.
The Froebel Club, Minneapolis, Minn.
The Toronto Froebel Society, Toronto, Canada.

COMMITTEE OF FIFTEEN

TO FORMULATE CONTEMPORARY KINDERGARTEN THOUGHT,
NOW

COMMITTEE OF NINETEEN.

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Miss Alice E. Fitts, Brooklyn, N. Y.
Miss Mary C. McCulloch, St. Louis, Mo.
Miss Nina C. Vandewalker, Milwaukee, Wis.
Mrs. James L. Hughes, Toronto, Can.

ROCHESTER, city of beautiful homes wherein dwell people of most hospitable hearts, had all its prepara-

tions made in ample season, and received its influx of three or four hundred visitors with a care-free cordiality that will be long and pleasurably remembered by those who had the opportunity of enjoying it. A regular attendant at these conventions finds that each one strikes its own note; that of Rochester was clear and fine, and satisfying to mind and heart.

The comparative simplicity of the program contributed to clarity and repose. There were no simultaneous sessions, the papers were fewer in number than at previous meetings, and the ground attempted to be covered by the topics of each session (with the exception of the Parents' Conference, perhaps) was less. As Uncle Remus would say, we did not "give out too much cloff fer ter cut one pa'r pants." Yet the program was richly filled. Expressions of satisfaction at the "enough and not too much" were frequently heard, and these from good judges, too. Miss Laws, an ideal president in the sweet dignity of her presence, her thoughtfulness and wisdom, her power of dealing equally well with questions great and small, and in her courteous consideration for the "rank and file," kept all matters well in hand. Miss Harris, chairman of the Local Committee, the "good fairy" who had thought of everything and provided for everything, was, with her quiet effectiveness, everywhere at once. The addresses were of fine quality. The free discussion in the Parents' Conference was vigorous and without flaw. The stories given by Miss Lindsay were of rare kind and charmingly told. Certainly the Rochester meeting, taken all in all, was one upon which the I. K. U. can justly congratulate itself.

PRELIMINARY GATHERING OF TRAINING TEACHERS AND SUPERVISORS.

According to the now well-established custom, the training teachers and super-



“CLIMBING ROSES ON THE NATURAL GRAY WOOD HAVE A VERY ARTISTIC EFFECT.”

children so near that their happy voices float in through the window to the mother “too busy to play,” and she can guard against the beginning of many a trouble, which, if unnoticed, might grow to a wrong. She can be referred to for information and help (by the way, she is seldom too busy to listen and talk), and she is always called to applaud every triumph and joy.

A small yard gives opportunity to know thoroughly all that is in it. Not a dandelion pushes up its enterprising head in the early spring that is not greeted with joy and that is not, each day until the ball of beautiful seeds is ready to blow, watched as tenderly as if it were a cherished orchid in a greenhouse. And the dear

little white clovers—every one is a treasure. And the ant-hills—even the wise Solomon thought them worth studying. A small yard may have



“CHICKENS AND OTHER DEAR THINGS.”

several varieties of ants, besides caterpillars and butterflies and, of course, rose bugs, if you have roses, and angle-worms, and a host of other tiny live creatures which do as well to help mould the intellect of the young naturalist as more aristocratic specimens from farther away. Our back yard has an express wagon, garden tools and a step-ladder, and sometimes a wood pile and a swing, and that greatest of all delights, a sand box. Children seldom admire large things as much as small ones. Did you ever see girls have half as much real fun with the life-sized doll as they do with the small ones, of which they can have a good many? I traveled a good deal while quite young; but of all the beautiful scenery I saw, nothing gave such keen delight as did the minia-

windowed houses with exquisite little gardens; and its ponds with islands in them. I, standing beside it, was a giant; the tallest tree was not so tall as I. Floods of beautiful imaginings passed through my mind. It was a



"AN OASIS IN THE DESERT."



"ENGINEERING FEATS EQUAL TO TUNNELING THE ALPS."

ture Japanese landscape. Nothing could compare with its little mountains covered with real live little trees; its rivers spanned by artistic arched bridges; its dainty latticed-

place where I could see things in their relations. I could understand it. I was not ready for landscapes suggestive of infinity and of the Almighty; but the miniature landscape, which made me a giant, brought a thrill which comes yet when memory brings back the scene. The sand box offers a similar means for the making of scenery most extended. In it the young folks take railroad journeys without growing tired of sitting still; and they perform engineering feats equal to tunneling the Alps or laying the Atlantic cable. Two wooden chairs and an old plaid shawl have the magic power to turn one easily into an Arab, one's doll coach, cart and dolls into a mighty caravan, and the whole yard into a desert with one tiny tree for an oasis,—a desert with-

out the disadvantages of a broiling sun and an endless reach of sand.

When the play must be interrupted by a walk to the store for tea, coffee, sugar, butter, or some other commonplace thing, it is refreshing to the mother, as well as to the only child and all the other children, as they walk along to picture where the particular commodity came from and how it got to the store; or to see how many flowers can be found along the way; or to watch the ant-hills or notice the pretty green moss between the bricks; or to find where seeds have

lodged in a tree-crotch and started a miniature garden in mid-air. This will not take longer than to go without talking and looking and listening, and when the children return to the little back yard it will seem fuller and there will be new plays enough in their brains to fill many of those long, long days which the young folks live. And who shall say that the only child in the small back yard *need* be any less happy or have any narrower horizon than the child on the spacious, unfenced lawn?



"NO DANDELION PUSHES UP IN THE EARLY SPRING THAT IS NOT GREETED WITH JOY."

WISHING WISHES.

A STORY FOR THE ALL GONE SONG.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO:

Wishes are lost in empty air
Unless the wisher does his share:
And fairy gift will always be
But golden opportunity.

Early teach your child to see
That golden opportunity
Waits not for him, but he must be
Waiting for opportunity.

ONCE upon a time two little boys sat on a doorstep wishing wishes.

"I wish, I wish," said the first little boy, whose name was Robin, "I wish I had something to eat as good as ice cream!"

"So do I," said the other little boy, whose name was Bobbie, "and a rose as red as my sister's new Sunday dress."

"Yes, indeed," said Robin, "and a pony to ride."

"Oh, yes," cried Bobbie, clapping his hands, "a real, live pony to ride away"—

And then they both cried "Oh!" For, do you believe it? there right before them stood the tiniest, the loveliest lady they had ever seen!

Her hair was like sunshine, her eyes like the skies, and her cheeks like roses; and she had wings more beautiful than the wings of a butterfly; for she was a fairy.

"I am your fairy godmother," said she, "and I will grant you three wishes if you will do just as I tell you."

Robin and Bobbie had never known before that they had a fairy godmother; but they were very glad of it, and listened eagerly to all she said.

"Get up in the morning when the stars are growing pale," said the fairy godmother, "and be at my golden gates when the lark sings his first song."

"But how shall we find your golden gates?" cried Robin and Bobbie together.

Then the fairy godmother put her hand into her pocket and took out two tiny feathers.

"Blow these into the air," she said, as she gave one to each child, "and follow them wherever they go; and when they fall to the earth again you will find my golden gates near by."

Then, before the little boys had time to answer, she vanished from sight, and only a bright spot of sunshine showed where she had stood.

Robin laid his feather down on the doorstep and ran to look for her, and when he came back the feather was gone, for a breeze had blown by and

whisked it away; and though Robin ran after it he never could catch it.

"Now there!" he said, "that horrid breeze has blown away my feather, and how shall I find my fairy god-mother's golden gates?"

"Never mind," said Bobbie. "I have my feather safe in my handkerchief; and if you will get up early in the morning, you can go with me."

"All right," cried Robin; and both little boys ran home to tell their mothers the wonderful thing that had happened to them.

When Bobbie got to his home and had told his mother and eaten his supper, he made haste to go to bed; for he knew that he must be up betimes the next morning. He folded his clothes on a chair, tied the feather up loosely in the handkerchief and pinned the handkerchief to his jacket, that everything might be ready when he waked up.

Early, early in the morning, when the stars were pale, he jumped up and dressed, and ran to Robin's house.

"Robin! Robin!" he called, as soon as he got there; but Robin was asleep. He had not gone to bed with the birds, and he did not hear Bobbie call until his big brother waked him up; and then he said:—

"Oh! I'm too sleepy to go now. Tell Bobbie to go on and I will catch up with him."

So Bobbie started off alone. When he reached the road he shook out his handkerchief, and away flew the feather over the fields and meadows where the dewdrops waited for the sunbeams to make them bright. Bobbie followed it wherever it went,

and by and by it flew near the lark's nest. The lark was just getting up.

"Good morning," said Bobbie. "When will you sing your morning song?"

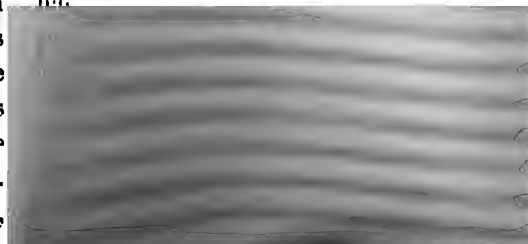
"When I fly up to the blue sky," answered the lark; and he flew up, till he looked like a dot against the sky, and then he sang his morning song.

Just then the feather fell to the earth, and Bobbie found before the fairy godmother's golden gates which were swinging open.

The fairy godmother was waiting to greet him, and she led him into her beautiful garden where the birds and all the flowers were waking up. In the middle of the tree, was a little table, and on the table were two golden seats, with a golden spindle in the middle.

"One is for the fairy godmother; and the other is for the child," she said. "Tasted the spindle, and found it well that it was better than the other."

Then she led him down the road to a road where two golden seats were new and good. The fairy godmother had



he this name he called the one room on Ewing street in which lived his mother, a creature he called father, and his seven brothers and sisters) was in the very heart of Chicago's slum district, so Tony ran no risk of being petted and spoiled on account of his remarkable beauty. Besides, there were many other beautiful children to be found on Ewing street, had anyone cared to take the trouble to apply enough soap and water to discover hidden beauty.

Suddenly Tony stopped, pulled at "Teacher's" skirt, and, pointing to a statue of Schiller in their path, asked in an awe-stricken whisper: "Say, lady, is dat Gawd?"

Mikey heard this and answered it with a shout of derision. "Hear de kid," he cried, "he tinks" - but his thoughts on the subject were never known, for he was promptly flattened on the ground by the clenched fist of seven-year-old Bill, the claimant of the proud title of "de tuff."

"Don't youse know nuttin'?" Bill asked, shaking his fist savagely in Mikey's face. "Why, dat do look like de Lord on our church!"

The children quickly took sides, and for a moment a pitched battle seemed imminent; but it was only for a moment, for an automobile suddenly speeding by, with puffing steam and clanging bell, distracted their attention and so filled them with wonder that all ran pell-mell toward the drive to watch the strange object pass.

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of waiting and waiting and waiting for somebody who did not come, that he had broken loose from his bridle and gone back to fairyland.

"There now!" said Robin. "I've had all my trouble for nothing. I wish I had n't come!"

And, do you believe it? he had scarcely spoken when something whisked him up and whirled him away, and the next thing he knew he was sitting on the very doorstep where he had been when he was wishing wishes!

CHILD'S GOOD NIGHT SONG.

By EDITH H. KINNEY, SCHAGHTICOKE, N. Y.

Good night, you sleepy little birds,
Each in your cozy nest;
Good night, good night, you drowsy flowers,
That droop your heads in rest;
Good night, brook! though I know you're one
That through the darkness sings;
Good night, you butterflies and bees,
That somewhere fold your wings; •
Good night, kind sun! When we awake
Oh, make to-morrow bright!
And now—that I may none forget—
Dear Out-of-Doors, good night!

TONY'S OUTING.

A CHILDREN'S STORY FOR GROWN-UPS.

By EDNA EVERETT, CHICAGO, ILL.

TONY'S black eyes opened wide with wonder and delight. Never, in all the six years of his tumultuous life, had he imagined such a scene. It must be fairyland! or perhaps it was heaven; and "Teacher," as the other children called her, must be an angel. True, she did not resemble

the pictures of angels that he had seen on the church windows. In fact, no one else would have called her pretty; but Tony was not critical.

Had she not smiled at him, and had she not called him "Dear"? No one else had ever done that. Strangest of all, she seemed to have come for the

express purpose of entertaining the children. "Aw, look, Tony! look! Yer in de park!" shouted small Mikey, slapping him rudely on the shoulder. "See de grass, and jis' see de trees! An' Teacher's goin' take us to see de an'mals!" "Oh, yes! de an'mals," chorused a dozen voices; "le's go see de an'mals!" And as "Teacher" was borne onward by the excited band of ragged waifs, Freddie confided to her: "Tony's new to de nursery, ye know. He's never been to de park before to-day!"

Angelina, a pale little Italian maiden of six summers with the careworn expression of a tired mother of thirty, tugged bravely at Jimmie, her small brother, the only baby who had been allowed to come along. Not that the fresh air of the park would not have proved beneficial to the other babies; but there was a woeful scarcity of volunteer helpers, and of money as well, at the day nursery, so only the older children, and only as many of those as could be cared for by one person, could enjoy the outing.

The other children, unburdened by babies, were wild with delight. Some showed their agility by turning hand-springs; some rolled over and over in the grass, stopping occasionally and capering around trees and bushes like caged animals that had suddenly gained their freedom, and shouting like a band of veritable savages. Tony alone was silent, though his eyes danced. His head was thrown back, and his pale face, outlined by a mass of black curls, made a picture worthy the brush of any artist. But he was ragged and dirty, and his home (for

by this name he called the one room on Ewing street in which lived his mother, a creature he called father, and his seven brothers and sisters) was in the very heart of Chicago's slum district, so Tony ran no risk of being petted and spoiled on account of his remarkable beauty. Besides, there were many other beautiful children to be found on Ewing street, had anyone cared to take the trouble to apply enough soap and water to discover hidden beauty.

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more 'n youse." asserted Mikey, assuming a belligerent attitude; but a call from the teacher that the animals were not far away, averted another pugilistic encounter. They could fight any day; in fact, they did fight every day; but it was not every day that they could visit Lincoln Park and the animals, so all trooped on.

The animals were viewed with many expressions of surprise and delight, and the appellations given them would have proved startling and instructive to any zoölogist. Five-year-old Freddie, who upon all occasions "sweared awfuller 'n his paw," as his sister Mary expressed it, was lost in speechless wonder; while Mikey, who had seen a "reely show" and recognized and called the elephant familiarly by name, was the envy of all.

The lake next claimed their attention; and after Bill had fully impressed his small hearers with the fact that he had been "washed all over onc't," and had silenced all doubters with threats which no one wished to see him carry out, peace for a time reigned supreme. The children splashed and shrieked to their hearts' content; and when finally the rapidly disappearing sun warned them that it was time to journey homeward, and the little procession headed toward the nearest car line, they were so quiet and subdued that the teacher, who knew little of the hardihood of the slum children, felt some anxiety in regard to the health of her small charges.

All were tired and hungry, but not one child thought of complaining, for they were not accustomed to having

their feelings and wants made a topic of conversation and concern. Suddenly the unwonted silence was broken by a scream of terror from Angelina, who, with Jimmie in charge, was leading the way several yards in advance of the others; and all looked up just in time to see Baby Jimmie snatched from the path of a runaway horse by Tony, then to see Tony fall under the hoofs of the frightened animal, and lie where he fell, apparently lifeless. In an instant all was excitement.

Tony was quickly lifted into a passing carriage and driven to the nearest hospital; the other children, after being convinced that there was no hope of seeing a patrol wagon, moved on in great disappointment,—some avowedly envying the "noo kid," who had the distinction of being hurt and riding in a "reel" carriage. Tony's injuries were found to be slight; but after being tenderly bathed and put to bed, he was told that he must remain in the hospital a few days and rest. As his tired but contented gaze wandered from one clean white bed to another and then to the flowers on a table nearby, to the white curtained windows where the bright sunshine poured in and then to the pleasant-faced nurse who moved noiselessly about the room, he was heard to murmur: "Oh! I wisht maw and all de kids 'd git most kilt, so they 'd be sent to dis fine place, too! And I guess dat must a been Gawd I seen in de park, and he heard me tink: 'I never want to go back to Ewing street no more.' Mebby he 'll let me stay here an' in de park allus."

ELEVENTH ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION.

ROCHESTER, APRIL 27-29, 1904.

PLACE OF MEETING' NEXT YEAR,
Toronto, Canada.

OFFICERS FOR NEXT YEAR:

President,
Miss Annie Laws, Cincinnati, O.
First Vice-President,
Miss Alice E. Fitts, Brooklyn, N. Y.
Second Vice-President,
Dr. Jenny B. Merrill, New York, N. Y.
Corresponding Secretary and Treasurer,
Miss Stella L. Wood, Minneapolis, Minn.
Recording Secretary,
Miss Emilie Poulsson, Leicester, Mass.
Auditor,
Mrs. Mary Boomer Page, Chicago, Ill.

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PRELIMINARY GATHERING OF TRAINING TEACHERS AND SUPERVISORS.

According to the now well-established custom, the training teachers and super-

visors met in conference on the day preceding the general assembling. This year, however, they allowed themselves two sessions instead of one, and found the time none too long for the consideration of the important subject, *Practice Teaching in Kindergarten Training*, to which they gave attention both afternoon and evening. Upon this subject a questionnaire (see KINDERGARTEN REVIEW, February, 1904) had been sent out by the chairman of the Committee on Training, and the returns had been summarized by Miss Ruth E. Tappan, Miss Mina B. Colburn, Miss Alice E. Fitts and Mrs. S. S. Harriman. The papers embodying these returns were read at the conference and formed the basis of discussion at both its sessions. For a further account of the proceedings of this conference, we refer our readers to the Union's next Annual Report in which the proceedings are to be published in full or in carefully condensed form.

OPENING SESSION.

Although the weather during the week was overcast and sometimes gently rainy, the attendance at meetings and festivities on the part of members and "Rochesterians" was excellent. The Wednesday morning program was carried out substantially as planned. A beautiful uplift of spirit came through an invocation by Dr. W. C. Gannett:—

"Father, we are all thy people; we are all thy little children,—some older, some younger. We thank thee that we live in a time when the world is growing home-like, when the older ones are eager to take care of the little ones; when arms are stretching out to help; when tones are growing full of love; when minds are full of thought for others. We thank thee that our hearts are in this work; that it is given unto us to put our arms around the little children, to set them in the midst of happy things, and make it beautiful for them to be alive. We take thy work home to our hearts, humbly, gratefully, looking as mothers look on their children in their lap,—on them, and then to thee to give the wisdom of the loving heart, to give the wisdom of the watching eye, to give the wisdom of the tender tone, to give the Christ touch in their fingers. Amen."

The address of welcome by President Rush Rhees, University of Rochester, was admirable in substance and style. He welcomed the kindergartners for the

principles they represent in education; the more certain vision which they have given of what is to be done in the training of children, and the clearer judgment concerning the means to be used in that training. For later stages of education he urged that instruction, concisely and dogmatically given, is not out of place. Speaking of Froebel, he contrasted the restlessness when he was seeking with the strong repose of spirit after he had found and worked out the kindergarten idea. Miss Laws, in graceful response, spoke of the capable manner in which the preparatory work of the Local Committee had been done; of the association's pleasure in having its invitation come directly from the Board of Education; of the courteous interest taken by the University of Rochester in the convention; of the city's beautiful school work and school buildings. She closed by suggesting to the kindergartners present that they should at convenient opportunity greet the I. K. U. officers personally.

Miss Ada Van Stone Harris, in reporting for the Committee on Arrangements, told of extra pleasures and advantages kindergartners might avail themselves of in the intervals during the convention. After speaking of the kindergarten exhibit at school No. 23, and the exhibit of the work of children of all grades at the Normal School, she went on to say that an exhibit was held at each school once each year; and that through this plan of drawing from each part of the city to inspect the school work, the work had actually been viewed, during the past year, by 40,000 parents.

The corresponding secretary and treasurer, Miss Stella L. Wood, reported the admission of six new branches during the year. Total number of branches 93, total membership 7,730. Among new members enrolled are kindergartners from England and the Hawaiian Islands. The treasury receipts during the past year were \$1,211.82; expenditures, \$509.93; balance on hand, \$701.89. The Sarah B. Cooper fund of \$294.73 is not included in this balance.

The president appointed the following committees: Necrology, Miss Laura E. Poulsson, Miss Abby N. Norton and Miss Anna M. Stovall; Time and Place of Meeting, Miss Ella C. Elder, Miss Lucy Wheelock and Miss Patty S. Hill; Resolutions, Mrs. J. N. Crouse, Miss Grace E. Barnard, Miss Netta Faris. A new

committee—on Elections and Credentials—was instituted. This committee takes charge of the balloting and of the credentials, which in this case were presented by means of a blank card on which each voter inscribed her name and that of the branch of which she was a delegate. The card was dropped into the ballot box with the ballot. The members of this committee were Miss Fanny Field, Mrs. S. S. Harriman, and Miss Helen W. Orcutt.

Miss Lucy H. Symonds, in reporting for the Committee on Kindergarten Propagation, told of a generous donation from the Milton Bradley Co., Springfield, Mass., of printed matter useful for propagating purposes, and also mentioned, among other things, a traveling library of children's books, the gift of the Eastern Kindergarten Association, Boston, to the South Carolina branch at Charleston. After the acceptance of this report, the Union passed a vote of thanks to the Milton Bradley Company.

The foreign correspondence of the Union is large enough to be divided among the three members of the committee in charge of it and to give each quite an amount of work. For Dr. Jenny B. Merrill's account of what this committee has done, our readers are referred to the Union's forthcoming official report.

The reports from the I. K. U. branches are always well worth hearing. Each year brings some fairy-like happening about leave of absence and finance. This time one of the kindergartners from a distance had been presented with \$500 and two months' holiday in order that she might attend the I. K. U. and the Louisiana Purchase Exposition, observe schools on the way and have a good time generally! A fine body of enthusiastic Canadians represented the branches in that region, but the delegates who had come the longest distance were Miss Grace E. Barnard of Oakland and Miss Anna M. Stovall of San Francisco, Cal.

Well attended mothers' meetings in connection with kindergartens and schools are now happy commonplaces in many cities. All sorts of uplifting and pleasurable things are done by and for these mothers. An anecdote was told by Miss Laws of a mothers' club in Cincinnati, which, owing to the removal of the kindergarten formerly in its neighborhood, had been left for a time without oversight. It had continued to meet of its own accord, but had gradually re-

solved itself into a progressive euchre club! In giving the club a fresh start, Miss Laws had impressed upon the members that, though they did have the freedom to do as they wanted, they ought, as a club of mothers, to want better things than that. Apropos of this story and of the saying of a Charleston, S. C., man: "We might as well give these ladies what they want at once, for they are sure to get it in the end," it was decided that women ought to ponder well as to what they do really want before asking, since the way lies so open for the gratification of their highest desires.

The spread of good works disclosed through the reports of these I. K. U. branches is really astonishing. Kindergarten traveled a stony road while getting itself established, and there are still rocks in the path; but its devotees have apparently left none of the stones unturned, and under each have found some secret of social service. They work hard and inspire others to work hard; but permeating all the work—saturating it, so to speak—is that happiness which, as Edward Everett Hale has taught us, comes only when we work "together."

PUBLIC SESSION.

The welcome to the Union from those representing the educational interests of Rochester was voiced by Mrs. W. A. Montgomery, the one woman among the five commissioners who constitute the city's Board of Education. She said:—

"It is indeed a delightful part in the evening's program that has been assigned to me. This morning, in behalf of the citizens of Rochester, Dr. Rhees delivered the formal address of welcome. I am asked to voice the narrower but not less cordial welcome extended to you by the Board of Education, and the officers, principals and teachers of the public schools.

"We are proud that you have accepted our invitation to hold your annual meeting with us. We are honored by your presence. We are glad to welcome you into our schools. Here we are working together, board members, superintendent, supervisors, principals and teachers, to make our schools all that they ought to be, and we mean to 'never rest, until our good is better, and our better, best.' Your coming we confidently count upon as a help and inspiration to us. We expect you to reveal to us weak places that we may strengthen, ground unpossessed

out the disadvantages of a broiling sun and an endless reach of sand.

When the play must be interrupted by a walk to the store for tea, coffee, sugar, butter, or some other commonplace thing, it is refreshing to the mother, as well as to the only child and all the other children, as they walk along to picture where the particular commodity came from and how it got to the store; or to see how many flowers can be found along the way; or to watch the ant-hills or notice the pretty green moss between the bricks; or to find where seeds have

lodged in a tree-crotch and started a miniature garden in mid-air. This will not take longer than to go without talking and looking and listening, and when the children return to the little back yard it will seem fuller and there will be new plays enough in their brains to fill many of those long, long days which the young folks live. And who shall say that the only child in the small back yard *need* be any less happy or have any narrower horizon than the child on the spacious, unfenced lawn?



"NO DANDELION PUSHES UP IN THE EARLY SPRING THAT IS NOT GREETED WITH JOY."

WISHING WISHES.

A STORY FOR THE ALL GONE SONG.

BY MAUD LINDSAY, TUSCUMBIA, ALA.

MOTTO:

Wishes are lost in empty air
Unless the wisher does his share:
And fairy gift will always be
But golden opportunity.

Early teach your child to see
That golden opportunity
Waits not for him, but he must be
Waiting for opportunity.

ONCE upon a time two little boys sat on a doorstep wishing wishes.

"I wish, I wish," said the first little boy, whose name was Robin, "I wish I had something to eat as good as ice cream!"

"So do I," said the other little boy, whose name was Bobbie, "and a rose as red as my sister's new Sunday dress."

"Yes, indeed," said Robin, "and a pony to ride."

"Oh, yes," cried Bobbie, clapping his hands, "a real, live pony to ride away!"—

And then they both cried "Oh!" For, do you believe it? there right before them stood the tiniest, the loveliest lady they had ever seen!

Her hair was like sunshine, her eyes like the skies, and her cheeks like roses; and she had wings more beautiful than the wings of a butterfly; for she was a fairy.

"I am your fairy godmother," said she, "and I will grant you three wishes if you will do just as I tell you."

Robin and Bobbie had never known before that they had a fairy godmother; but they were very glad of it, and listened eagerly to all she said.

"Get up in the morning when the stars are growing pale," said the fairy godmother, "and be at my golden gates when the lark sings his first song."

"But how shall we find your golden gates?" cried Robin and Bobbie together.

Then the fairy godmother put her hand into her pocket and took out two tiny feathers.

"Blow these into the air," she said, as she gave one to each child, "and follow them wherever they go; and when they fall to the earth again you will find my golden gates near by."

Then, before the little boys had time to answer, she vanished from sight, and only a bright spot of sunshine showed where she had stood.

Robin laid his feather down on the doorstep and ran to look for her, and when he came back the feather was gone, for a breeze had blown by and

whisked it away; and though Robin ran after it he never could catch it.

"Now there!" he said, "that horrid breeze has blown away my feather, and how shall I find my fairy godmother's golden gates?"

"Never mind," said Bobbie. "I have my feather safe in my handkerchief; and if you will get up early in the morning, you can go with me."

"All right," cried Robin; and both little boys ran home to tell their mothers the wonderful thing that had happened to them.

When Bobbie got to his home and had told his mother and eaten his supper, he made haste to go to bed; for he knew that he must be up betimes the next morning. He folded his clothes on a chair, tied the feather up loosely in the handkerchief and pinned the handkerchief to his jacket, that everything might be ready when he waked up.

Early, early in the morning, when the stars were pale, he jumped up and dressed, and ran to Robin's house.

"Robin! Robin!" he called, as soon as he got there; but Robin was asleep. He had not gone to bed with the birds, and he did not hear Bobbie call until his big brother waked him up; and then he said:—

"Oh! I'm too sleepy to go now. Tell Bobbie to go on and I will catch up with him."

So Bobbie started off alone. When he reached the road he shook out his handkerchief, and away flew the feather over the fields and meadows where the dewdrops waited for the sunbeams to make them bright. Bobbie followed it wherever it went,

and by and by it flew near the lark's nest. The lark was just getting up.

"Good morning," said Bobbie. "When will you sing your first song?"

"When I fly up to the blue sky," answered the lark; and he flew up, up, till he looked like a tiny speck against the sky, and then he sang his morning song.

Just then the feather fell to the earth, and Bobbie found himself before the fairy godmother's golden gates which were swinging wide open.

The fairy godmother herself was waiting to greet him, and she led him into her beautiful garden where all the birds and all the flowers were waking up. In the garden, under a tree, was a little silver table, and on the table were two golden bowls, each with a golden spoon beside it, and filled to the brim with fairy snow.

"One is for you," said the fairy godmother; and when Bobbie had tasted the fairy snow, he liked it so well that he ate it all up, and it was better than ice cream!

Then the fairy godmother took him down the garden path till they came to a rose bush; on the rose bush grew two roses as red as Bobbie's sister's new dress, and that was very red indeed.

"One of these is for you," said the fairy godmother; and after Bobbie had plucked one very carefully, he pinned it on his jacket that he might carry it home to his mother.

"Now," said the fairy godmother, "what was the last wish?"

"A pony!" cried Bobbie, "but you surely can't give me that."

"Look under the willow tree," said the fairy godmother, smiling. And there, sure enough, were two ponies! One was white and one was brown; and they had saddles on their backs, and golden bridles, and were all ready for little boys to ride.

Bobbie looked at them both and took the brown one, because it was a little like his father's big brown horse.

"Good bye," said the fairy, as he jumped on the pony's back. "You have done your part and I have done mine, and I wish you well in the world."

Then Bobbie thanked her and rode away through the golden gates toward home; and on the way he met Robin.

Now Robin had got up late in the morning when the sun was high, and had started out to look for his fairy godmother's golden gates. As he was wandering about, he met a grasshopper, and said:—

"Grasshopper, grasshopper, do you know where my fairy godmother lives?"

"Not I," said the grasshopper, laughing till his sides shook. "What a funny boy, not to know the way to his own godmother's!"

This did not please Robin, so he hurried away; and before long he met a bird.

"Bird, bird," he cried, "do you know where my fairy godmother lives?"

"Not I," said the bird, whistling in surprise.

"Nobody knows anything!" said Robin; but just then the lark flew by,

and when he had heard the whole story, he said:—

"A little boy passed my nest just as I was waking up this morning, and I will show you the way he went."

Then Robin made haste as fast as he could from the lark's meadow, and very soon he met Bobbie on the brown pony.

"It is all there, Robin," cried Bobbie, "just as she said. There's a bowl of fairy snow on the table and a rose in the garden and a pony under the willow tree!"

When Robin heard this, he ran as fast as he could to the golden gates; and he scarcely spoke to the fairy godmother, for he spied the golden bowl on the silver table.

But the fairy snow was all gone. It had melted away in the warm sunshine, and when Robin looked in, there was only a drop of water left in the bottom of the bowl.

"The sun has been shining while you were on the way," said the fairy godmother.

But Robin thought of the rose and the pony, and made haste down the garden path till he came to the rose bush.

But the rose as red as the Sunday dress was gone, and only a heap of rose petals and a stem showed where it had been.

"The wind has been blowing while you were on the way," said the fairy godmother.

"Dear me!" said Robin. But he remembered the pony, and off he ran to the willow tree.

But when he got there, all he could see was a golden bridle hung up in a tree; for the pony had gotten so tired

of waiting and waiting and waiting
for somebody who did not come, that
he had broken loose from his bridle
and gone back to fairyland.

"There now!" said Robin, "I've
had all my trouble for nothing. I
wish I had n't come!"

And, do you believe it? he had
scarcely spoken when something
whisked him up and whirled him
away, and the next thing he knew he
was sitting on the very doorstep where
he had been when he was wishing
wishes!

CHILD'S GOOD NIGHT SONG.

BY EDITH H. KINNEY, SCHAGHTICOKE, N. Y.

Good night, you sleepy little birds,
Each in your cozy nest;
Good night, good night, you drowsy flowers,
That droop your heads in rest;
Good night, brook! though I know you're one
That through the darkness sings;
Good night, you butterflies and bees,
That somewhere fold your wings;
Good night, kind sun! When we awake
Oh, make to-morrow bright!
And now—that I may none forget—
Dear Out-of-Doors, good night!

TONY'S OUTING.

A CHILDREN'S STORY FOR GROWN-UPS.

BY EDNA EVERETT, CHICAGO, ILL.

TONY'S black eyes opened wide
with wonder and delight. Never,
in all the six years of his tumultuous
life, had he imagined such a scene.
It must be fairyland! or perhaps it
was heaven; and "Teacher," as the
other children called her, must be an
angel. True, she did not resemble

the pictures of angels that he had seen
on the church windows. In fact, no
one else would have called her pretty;
but Tony was not critical.

Had she not smiled at him, and had
she not called him "Dear"? No one
else had ever done that. Strangest of
all, she seemed to have come for the

express purpose of entertaining the children. "Aw, look, Tony! look! Yer in de park!" shouted small Mikey, slapping him rudely on the shoulder. "See de grass, and jis' see de trees! An' Teacher's goin' take us to see de an'mals!" "Oh, yes! de an'mals," chorused a dozen voices; "le's go see de an'mals!" And as "Teacher" was borne onward by the excited band of ragged waifs, Freddie confided to her: "Tony's new to de nursery, ye know. He's never been to de park before to-day!"

Angelina, a pale little Italian maiden of six summers with the careworn expression of a tired mother of thirty, tugged bravely at Jimmie, her small brother, the only baby who had been allowed to come along. Not that the fresh air of the park would not have proved beneficial to the other babies; but there was a woeful scarcity of volunteer helpers, and of money as well, at the day nursery, so only the older children, and only as many of those as could be cared for by one person, could enjoy the outing.

The other children, unburdened by babies, were wild with delight. Some showed their agility by turning hand-springs; some rolled over and over in the grass, stopping occasionally and capering around trees and bushes like caged animals that had suddenly gained their freedom, and shouting like a band of veritable savages. Tony alone was silent, though his eyes danced. His head was thrown back, and his pale face, outlined by a mass of black curls, made a picture worthy the brush of any artist. But he was ragged and dirty, and his home (for

by this name he called the one room on Ewing street in which lived his mother, a creature he called father, and his seven brothers and sisters) was in the very heart of Chicago's slum district, so Tony ran no risk of being petted and spoiled on account of his remarkable beauty. Besides, there were many other beautiful children to be found on Ewing street, had anyone cared to take the trouble to apply enough soap and water to discover hidden beauty.

Suddenly Tony stopped, pulled at "Teacher's" skirt, and, pointing to a statue of Schiller in their path, asked in an awe-stricken whisper: "Say, lady, is dat Gawd?"

Mikey heard this and answered it with a shout of derision. "Hear de kid," he cried, "he tink" - but his thoughts on the subject were never known, for he was promptly flattened on the ground by the clenched fist of seven-year-old Bill, the claimant of the proud title of "de tuff."

"Don't youse know nuttin'?" Bill asked, shaking his fist savagely in Mikey's face. "Why, dat do look like de Lord on our church!"

The children quickly took sides, and for a moment a pitched battle seemed imminent; but it was only for a moment, for an automobile suddenly speeding by, with puffing steam and clanging bell, distracted their attention and so filled them with wonder that all ran pell-mell toward the drive to watch the strange object pass.

"Oh!" cried Bill, "it sounds jis' like de patrol wot come atter my fahder las' night."

"Aw, my paw's rode in de 'trol

more 'n youse," asserted Mikey, assuming a belligerent attitude; but a call from the teacher that the animals were not far away, averted another pugilistic encounter. They could fight any day; in fact, they did fight every day; but it was not every day that they could visit Lincoln Park and the animals, so 'all trooped on.

The animals were viewed with many expressions of surprise and delight, and the appellations given them would have proved startling and instructive to any zoölogist. Five-year-old Freddie, who upon all occasions "swear'd awfuller 'n his paw," as his sister Mary expressed it, was lost in speechless wonder; while Mikey, who had seen a "reely show" and recognized and called the elephant familiarly by name, was the envy of all.

The lake next claimed their attention; and after Bill had fully impressed his small hearers with the fact that he had been "washed all over onc't," and had silenced all doubters with threats which no one wished to see him carry out, peace for a time reigned supreme. The children splashed and shrieked to their hearts' content; and when finally the rapidly disappearing sun warned them that it was time to journey homeward, and the little procession headed toward the nearest car line, they were so quiet and subdued that the teacher, who knew little of the hardihood of the slum children, felt some anxiety in regard to the health of her small charges.

All were tired and hungry, but not one child thought of complaining, for they were not accustomed to having

their feelings and wants made a topic of conversation and concern. Suddenly the unwonted silence was broken by a scream of terror from Angelina, who, with Jimmie in charge, was leading the way several yards in advance of the others; and all looked up just in time to see Baby Jimmie snatched from the path of a runaway horse by Tony, then to see Tony fall under the hoofs of the frightened animal, and lie where he fell, apparently lifeless. In an instant all was excitement.

Tony was quickly lifted into a passing carriage and driven to the nearest hospital; the other children, after being convinced that there was no hope of seeing a patrol wagon, moved on in great disappointment,—some avowedly envying the "noo kid," who had the distinction of being hurt and riding in a "reel" carriage. Tony's injuries were found to be slight; but after being tenderly bathed and put to bed, he was told that he must remain in the hospital a few days and rest. As his tired but contented gaze wandered from one clean white bed to another and then to the flowers on a table near by, to the white curtained windows where the bright sunshine poured in and then to the pleasant-faced nurse who moved noiselessly about the room, he was heard to murmur: "Oh! I wisht maw and all de kids 'd git most kilt, so they 'd be sent to dis fine place, too! And I guess dat must a been Gawd I seen in de park, and he heard me tink: 'I never want to go back to Ewing street no more.' Mebbly he 'll let me stay here an' in de park allus."

ELEVENTH ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION.

ROCHESTER, APRIL 27-29, 1904.

PLACE OF MEETING' NEXT YEAR,
Toronto, Canada.

OFFICERS FOR NEXT YEAR:

President,
Miss Annie Laws, Cincinnati, O.
First Vice-President,
Miss Alice E. Fitts, Brooklyn, N. Y.
Second Vice-President,
Dr. Jenny B. Merrill, New York, N. Y.
Corresponding Secretary and Treasurer,
Miss Stella L. Wood, Minneapolis, Minn.
Recording Secretary,
Miss Emilie Poulsson, Leicester, Mass.
Auditor,
Mrs. Mary Boomer Page, Chicago, Ill.

NEW HONORARY MEMBERS.

Dr. William T. Harris, Washington, D.C.
Mrs. Alice H. Putnam, Chicago, Ill.

NEW BRANCHES.

The Association of Public School Kindergartners of Manhattan and The Bronx, N. Y.
The Geneva Kindergarten Association, Geneva, N. Y.
The Froebel Society, Muskegon, Mich.
The Alumnae Association of the Froebel Training School, Harrisburg, Pa.
The Froebel Club, Minneapolis, Minn.
The Toronto Froebel Society, Toronto, Canada.

COMMITTEE OF FIFTEEN

TO FORMULATE CONTEMPORARY KINDERGARTEN THOUGHT,
NOW

COMMITTEE OF NINETEEN.

NEW MEMBERS.

Miss Alice E. Fitts, Brooklyn, N. Y.
Miss Mary C. McCulloch, St. Louis, Mo.
Miss Nina C. Vandewalker, Milwaukee, Wis.
Mrs. James L. Hughes, Toronto, Can.

ROCHESTER, city of beautiful homes wherein dwell people of most hospitable hearts, had all its prepara-

tions made in ample season, and received its influx of three or four hundred visitors with a care-free cordiality that will be long and pleasurably remembered by those who had the opportunity of enjoying it. A regular attendant at these conventions finds that each one strikes its own note; that of Rochester was clear and fine, and satisfying to mind and heart.

The comparative simplicity of the program contributed to clarity and repose. There were no simultaneous sessions, the papers were fewer in number than at previous meetings, and the ground attempted to be covered by the topics of each session (with the exception of the Parents' Conference, perhaps) was less. As Uncle Remus would say, we did not "give out too much cloff fer ter cut one pa'r pants." Yet the program was richly filled. Expressions of satisfaction at the "enough and not too much" were frequently heard, and these from good judges, too. Miss Laws, an ideal president in the sweet dignity of her presence, her thoughtfulness and wisdom, her power of dealing equally well with questions great and small, and in her courteous consideration for the "rank and file," kept all matters well in hand. Miss Harris, chairman of the Local Committee, the "good fairy" who had thought of everything and provided for everything, was, with her quiet effectiveness, everywhere at once. The addresses were of fine quality. The free discussion in the Parents' Conference was vigorous and without flaw. The stories given by Miss Lindsay were of rare kind and charmingly told. Certainly the Rochester meeting, taken all in all, was one upon which the I. K. U. can justly congratulate itself.

PRELIMINARY GATHERING OF TRAINING TEACHERS AND SUPERVISORS.

According to the now well-established custom, the training teachers and super-

visors met in conference on the day preceding the general assembling. This year, however, they allowed themselves two sessions instead of one, and found the time none too long for the consideration of the important subject, *Practice Teaching in Kindergarten Training*, to which they gave attention both afternoon and evening. Upon this subject a questionnaire (see KINDERGARTEN REVIEW, February, 1904) had been sent out by the chairman of the Committee on Training, and the returns had been summarized by Miss Ruth E. Tappan, Miss Mina B. Colburn, Miss Alice E. Fitts and Mrs. S. S. Harriman. The papers embodying these returns were read at the conference and formed the basis of discussion at both its sessions. For a further account of the proceedings of this conference, we refer our readers to the Union's next Annual Report in which the proceedings are to be published in full or in carefully condensed form.

OPENING SESSION.

Although the weather during the week was overcast and sometimes gently rainy, the attendance at meetings and festivities on the part of members and "Rochesterians" was excellent. The Wednesday morning program was carried out substantially as planned. A beautiful uplift of spirit came through an invocation by Dr. W. C. Gannett:—

"Father, we are all thy people; we are all thy little children,—some older, some younger. We thank thee that we live in a time when the world is growing home-like, when the older ones are eager to take care of the little ones; when arms are stretching out to help; when tones are growing full of love; when minds are full of thought for others. We thank thee that our hearts are in this work; that it is given unto us to put our arms around the little children, to set them in the midst of happy things, and make it beautiful for them to be alive. We take thy work home to our hearts, humbly, gratefully, looking as mothers look on their children in their lap,—on them, and then to thee to give the wisdom of the loving heart, to give the wisdom of the watching eye, to give the wisdom of the tender tone, to give the Christ touch in their fingers. Amen."

The address of welcome by President Rush Rhees, University of Rochester, was admirable in substance and style. He welcomed the kindergartners for the

principles they represent in education; the more certain vision which they have given of what is to be done in the training of children, and the clearer judgment concerning the means to be used in that training. For later stages of education he urged that instruction, concisely and dogmatically given, is not out of place. Speaking of Froebel, he contrasted the restlessness when he was seeking with the strong repose of spirit after he had found and worked out the kindergarten idea. Miss Laws, in graceful response, spoke of the capable manner in which the preparatory work of the Local Committee had been done; of the association's pleasure in having its invitation come directly from the Board of Education; of the courteous interest taken by the University of Rochester in the convention; of the city's beautiful school work and school buildings. She closed by suggesting to the kindergartners present that they should at convenient opportunity greet the I. K. U. officers personally.

Miss Ada Van Stone Harris, in reporting for the Committee on Arrangements, told of extra pleasures and advantages kindergartners might avail themselves of in the intervals during the convention. After speaking of the kindergarten exhibit at school No. 23, and the exhibit of the work of children of all grades at the Normal School, she went on to say that an exhibit was held at each school once each year; and that through this plan of drawing from each part of the city to inspect the school work, the work had actually been viewed, during the past year, by 40,000 parents.

The corresponding secretary and treasurer, Miss Stella L. Wood, reported the admission of six new branches during the year. Total number of branches 93, total membership 7,730. Among new members enrolled are kindergartners from England and the Hawaiian Islands. The treasury receipts during the past year were \$1,211.82; expenditures, \$509.93; balance on hand, \$701.89. The Sarah B. Cooper fund of \$294.73 is not included in this balance.

The president appointed the following committees: Necrology, Miss Laura E. Poulsson, Miss Abby N. Norton and Miss Anna M. Stovall; Time and Place of Meeting, Miss Ella C. Elder, Miss Lucy Wheelock and Miss Patty S. Hill; Resolutions, Mrs. J. N. Crouse, Miss Grace E. Barnard, Miss Netta Faris. A new

committee—on Elections and Credentials—was instituted. This committee takes charge of the balloting and of the credentials, which in this case were presented by means of a blank card on which each voter inscribed her name and that of the branch of which she was a delegate. The card was dropped into the ballot box with the ballot. The members of this committee were Miss Fanny Field, Mrs. S. S. Harriman, and Miss Helen W. Orcutt.

Miss Lucy H. Symonds, in reporting for the Committee on Kindergarten Propagation, told of a generous donation from the Milton Bradley Co., Springfield, Mass., of printed matter useful for propagating purposes, and also mentioned, among other things, a traveling library of children's books, the gift of the Eastern Kindergarten Association, Boston, to the South Carolina branch at Charleston. After the acceptance of this report, the Union passed a vote of thanks to the Milton Bradley Company.

The foreign correspondence of the Union is large enough to be divided among the three members of the committee in charge of it and to give each quite an amount of work. For Dr. Jenny B. Merrill's account of what this committee has done, our readers are referred to the Union's forthcoming official report.

The reports from the I. K. U. branches are always well worth hearing. Each year brings some fairy-like happening about leave of absence and finance. This time one of the kindergartners from a distance had been presented with \$500 and two months' holiday in order that she might attend the I. K. U. and the Louisiana Purchase Exposition, observe schools on the way and have a good time generally! A fine body of enthusiastic Canadians represented the branches in that region, but the delegates who had come the longest distance were Miss Grace E. Barnard of Oakland and Miss Anna M. Stovall of San Francisco, Cal.

Well attended mothers' meetings in connection with kindergartens and schools are now happy commonplaces in many cities. All sorts of uplifting and pleasurable things are done by and for these mothers. An anecdote was told by Miss Laws of a mothers' club in Cincinnati, which, owing to the removal of the kindergarten formerly in its neighborhood, had been left for a time without oversight. It had continued to meet of its own accord, but had gradually re-

solved itself into a progressive euchre club! In giving the club a fresh start, Miss Laws had impressed upon the members that, though they did have the freedom to do as they wanted, they ought, as a club of mothers, to want better things than that. Apropos of this story and of the saying of a Charleston, S. C., man: "We might as well give these ladies what they want at once, for they are sure to get it in the end," it was decided that women ought to ponder well as to what they do really want before asking, since the way lies so open for the gratification of their highest desires.

The spread of good works disclosed through the reports of these I. K. U. branches is really astonishing. Kindergarten traveled a stony road while getting itself established, and there are still rocks in the path; but its devotees have apparently left none of the stones unturned, and under each have found some secret of social service. They work hard and inspire others to work hard; but permeating all the work—saturating it, so to speak—is that happiness which, as Edward Everett Hale has taught us, comes only when we work "together."

PUBLIC SESSION.

The welcome to the Union from those representing the educational interests of Rochester was voiced by Mrs. W. A. Montgomery, the one woman among the five commissioners who constitute the city's Board of Education. She said:—

"It is indeed a delightful part in the evening's program that has been assigned to me. This morning, in behalf of the citizens of Rochester, Dr. Rhees delivered the formal address of welcome. I am asked to voice the narrower but not less cordial welcome extended to you by the Board of Education, and the officers, principals and teachers of the public schools.

"We are proud that you have accepted our invitation to hold your annual meeting with us. We are honored by your presence. We are glad to welcome you into our schools. Here we are working together, board members, superintendent, supervisors, principals and teachers, to make our schools all that they ought to be, and we mean to 'never rest, until our good is better, and our better, best.' Your coming we confidently count upon as a help and inspiration to us. We expect you to reveal to us weak places that we may strengthen, ground unpossessed

that we may occupy, and fresh angles of vision from which to look at truth.

"We extend to you this word of personal welcome. We honor you for all the work you are doing. It is a great privilege to meet face to face women whose names are household words—she who created the *Finger Plays*, the one who has led us in our *Study of Child Nature*, the great woman at whose feet we have learned the meaning of *Symbolic Education*, and many another shining star in the bright galaxy of educational leaders. To you all,—famous leaders, those who are to become famous, and those, if such there be, who, like ourselves, are only loyal followers, we extend this word of personal greeting.

"We welcome you also in behalf of the cause which you represent. When the time comes rightly to estimate the great movements and forces of the past twenty-five years, the kindergarten must be numbered among the greatest and most profound. Coming 'without observation,' little appreciated and often misunderstood, the kindergarten is working at the very foundations of human society. Not in the whirlwind that racked the mountain nor in the earthquake that shook the earth, did the prophet discover the presence of God, but in the still, small voice. So, when the noise shall die away, many forces that deafen the public ear will be found less potent than this quiet, unobtrusive, gentle agency in the bringing of the Kingdom.

"It is to the lasting honor of American women that it was their insight which divined first in our country the possibilities of the kindergarten. Through the persistence, the sacrifice, the financial support and personal service of women, the kindergarten owes its importation, naturalization and development among us. If for no other service, for this alone women would deserve well of this republic.

"And, lastly, we welcome you as those who represent an institution making but not made. You have the future with you. The technic of your art is yet largely undeveloped, its methods are to be wrought out, its fullest possibilities to be developed.

"Not as those who have already attained or are already perfect, but as those who press toward the mark for the prize of your heavenly calling, we greet and welcome you."

Greetings were then presented from

the Kindergarten Department of the National Educational Association, by Dr. Jenny B. Merrill, president of that department. This paper was followed by the addresses, *Kindergarten: the Right and Wrong of It*, by Miss Anna W. Williams, Philadelphia, Pa., and *Stages of Moral Growth*, by Richard G. Boone, Yonkers, N. Y., both of which appear in full in this number of the Review.

President Thwing of Western Reserve University, Cleveland, O., spoke without notes on *The Unity of Education*. He called attention to certain elements of this unity, saying

1. That the person to be educated is in that respect a child, whether he be a tot in the kindergarten or a senior in college.

2. That the method should in all stages be that of truth, should develop the power of thinking, and should be administered by a person who possesses both justice and sympathy.

3. That the necessary conditions are alike for all,—the condition of which Dr. Thwing especially spoke being that of beauty.

4. That the great forces in education are the same in the beginning and to the end, the primary force being love. Teachers, especially those of boys and girls of fifteen and college students of twenty, do not love their pupils enough.

5. That the result of all education should be character.

Some passages from Dr. Thwing's address were as follows:—

Truth. The child is to know the truth; to know things as they are; not to see them merely in their picturesque-ness, but to see them as they are. Inscribed across the open book on the shield of our oldest college is the simple word, *Veritas*. The most common word, the most common emblem in the shield of the American college is the word "Lux," written in front of a rising sun. Light, truth, belong to every order, whether the eye has seen the light for three years or for thirty.

Thinking. The child forgets, the college senior has forgotten nearly all he learned. But the college senior can *think* better than the college freshman. The kindergarten child thinks according to his ability, as does the graduate student.

Justice. At the four hundredth anniversary of the foundation of Eton there were toasts to the Queen, to the Royal

Consort, to the Prince of Wales. At last the name of Keat was mentioned,—Keat, who in one day whipped seventy-two boys, in another day whipped eighty-eight; who had spanked nearly all the archbishops and prime ministers of England for fifty years; and Gladstone says that when Keat's name was mentioned the applause began as a ripple, went out as a wave, and came back as a great tide of noble, tumultuous enthusiasm. They had felt the sting of Keat's justice; but, although they knew he was a brute, they knew he was a just brute.

Sympathy. With justice, however, there is to be sympathy, a feeling with the child's heart, a seeing with the child's eye, a hearing with the child's ear. I have spoken of Keat as a type of justice. Of course, Arnold is the type of sympathy.

Beauty. The place of education—the room, the house, the environment—is to be beautiful. A few days ago, in reading the last book from Oxford, a book of beautiful views and noble descriptions, I read this story: Approaching Oxford, two men found, sitting by the wayside, a maiden. (A maiden always sits by the way when men come to college!) They presently approached her and asked her name. She said, "My name is *Pulchritudo*." And they said, "Where do you dwell?" She lifted her hand and pointed through the oaks to the spires and towers of Oxford. Presently they went further along, and they came to an old man and asked his name, and he said, "My name is *Sapientia*." Then they asked further, "Where do you dwell?" And he also raised his hand and pointed through the oaks to the towers and the spires of Oxford; and he added, "I, Wisdom, am the son of Beauty, whom you just met." Beauty not only at Oxford is the mother of Wisdom, but beauty everywhere is the best environment and condition for teaching and gaining wisdom. It may be a beauty like the beauty of this Greek room; it may be a beauty of picturesqueness simply; it may be the beauty of white marble, as at the University of Athens; the beauty of simplicity, as at the University of Berlin; or the beauty of some sky-kissing university's peak, as at Cornell. Whatever the grade of education, beauty is a chief condition.

Love. The primary force in education is the force of the teacher who loves. The school is, in my opinion, always taking the place of the family; and the essential

part of the family or the home is love. The teacher is to love. To my thought the peril is not that teachers will substitute love for intelligence; but that they do not love. It may be easy for kindergartners to love the little children, and for teachers to love little girls and boys of six or eight; but I find that the teachers who have boys of fifteen, and the college teachers who have students of twenty do not care for them enough. They ought to feel the inspiration of the possibilities of the lives and characters of these boys and girls.

Character. Education is one in respect to result; and that result is a character, a life, that is to be useful to the city, to the community. That is the result common to all. It belongs to the child; it belongs to the mature. You may remember that, in the old German folk story, a ball was let down from the sky, and there came with its descent the announcement that whosoever should touch that ball should be the cause of great good to many people. There it hung high above their heads. The tall men came and tried to reach it, and could not. By and by there came a giant who took a child up into his arms and put it upon his shoulder; and the child touched the ball, and gave a blessing to all. And whenever that community desired to receive the richest gifts of contentment, they took the child and let the child touch the ball of beneficence.

PARENTS' CONFERENCE.

After the reading of a half dozen delegates' reports, deferred from the day before, a great pleasure and honor came to the audience in the appearance upon the platform of Miss Susan B. Anthony, accompanied by Mrs. W. C. Gannett. Prevailed upon to speak, Miss Anthony expressed her sympathy with the subject of the conference, and then referred to the fact that she had "mothered" the first organization of women in the country (with the possible exception of one in New York city), and could look back upon fifty-six years of agitation of the woman question. She is the only surviving member of that first suffrage company, and is now the honorary president of the National Woman Suffrage Association. As Miss Anthony ceased, the audience rose, thus offering its tribute of affectionate respect.

In the absence of Mrs. M. B. B. Lang-

zettel this conference was presided over by Mrs. Margaret Stannard of Boston. The general subject was *Has not the time come when education should prepare for parenthood? In what should such education consist?* The address by Mrs. Andrew MacLeish, Chicago, Ill., (found elsewhere in this REVIEW), was followed by a paper from Mrs. W. E. Belknap of New York, who argued that education for parenthood should consist in learning the law of life and the application of that law. "When we analyze the question, 'Should not education prepare for parenthood?' we find that practically we are saying, 'Is there not something to be learned that comes closer to the heart of true living than all the mental accessories of our student days?'" This "something," Mrs. Belknap went on to say, is the common law connecting mankind with all existing things and making life a unity. It may be defined as the effort of all life freely to express its total nature; or—to use the text from which Froebel preached his mighty sermon—the law of life is *self-activity*.

What do the faces of most people express? Restlessness, anxiety, sullenness, even bestiality. The serene or happy ones are very few in comparison. What does it mean? It means, says Froebel, that man is not living in unity with the law of life. Full of the activity that has shaped all, man develops his physical nature chiefly; or gives his force, as did Faust, to the intellect; or, more seldom but equally harmful, paralyzes his faculties by a moral asceticism.

If all that is taught to students were taught in relation to the underlying principle of self-activity, then would be borne in upon them the truth that the possibility of their lives could be fulfilled only as the possibility of all life has been fulfilled—through the working of this primary law. Until we become fully self-conscious, we are not fully responsible; but when the time of self-consciousness does come, the burden of our making rests upon ourselves. The union of this energy, with a knowledge of this energy, means the birth of a free will. Our moral nature is not developed as fully as our physical and mental. Our attempts to concentrate activity upon the spiritual side have been largely abortive because they have led us away from ourselves as a whole and from life as a whole. If our boys and girls can come out from their colleges and professional

schools with a clearly defined consciousness that there is reason—reason that underlies all things—in their honest effort to make their bodies healthy, their minds vigorous, their deeds useful; if they have been made to perceive that the trouble in the world has its cause in a feebleness of will that cannot create poise between our physical, mental and moral attributes; then they are ready, with a deep insight, to lay the foundations of that institution that first roused the higher nature and that will be the largest factor in its development,—the family.

The only instance of free discussion—outside of the business meeting—occurred at this point, as provided for by the program. There were no waste words, no dull pauses. Every speaker spoke strongly, contributed some interesting idea, and could be clearly heard. No better proof could be desired of the ability of our members to raise free discussion to high perfection.

Two papers, the first by Mrs. Robert Illoe Dodd of Montclair, N. J., relating to what is done, specifically for mothers, in *Women's Clubs*,* and the second by Mrs. James I. Buchanan of Pittsburgh, Pa., about mothers' clubs and classes in *Kindergarten Centers*,* closed the session. Regret was felt by many in the audience that Mrs. Stannard's account of Home Making Classes had to be omitted; but the fact of the matter was that this morning had been rather overbountifully provided for.

THURSDAY AFTERNOON SESSION.

This session was presided over by Miss Emilie Poulsson of Leicester, Mass. It opened with an original story, *The Two Paths*,† told by Miss Maud Lindsay of Tusculum, Ala., known to most kindergartners through her writing, but not to many, until this meeting, through her sweet and graceful personality. To gratify the unmistakable desire of the audience, Miss Lindsay told a second story, *The Turkey's Nest*,‡ after which came two addresses, *Child Types in Literature*, by Rev. A. A. Berle of Boston, Mass., and *The Coöperation of Kinder-*

* We are exceedingly sorry not to present these two careful summaries, for they give a broad view of the work of which they treat. Lack of space, however, forbids the inclusion of these papers and other desirable matter.

† See KINDERGARTEN REVIEW, May, 1904.

‡ See KINDERGARTEN REVIEW, Sept., 1902.

gartner and Librarian, by Miss Mary Emogene Hazeltine of Jamestown, N. Y. These addresses appear elsewhere in this number of the REVIEW. The new story, *Wishing Wishes* (also in this number) was then told by Miss Lindsay, eliciting enthusiastic applause. Again yielding to the clamorous audience, she told the story of *The Little Gray Pony*, already a favorite, familiar to kindergartners through her book, *Mother Stories*.

To illustrate some points in Miss Hazeltine's paper, a collection of books for children from four to six years of age was displayed in a large well-lighted room near the auditorium. This collection was available through the courtesy of Mr. H. L. Elmendorf of the Buffalo Public Library, and the privilege of inspecting the books was much appreciated, as was shown by the number of persons lingering about the tables long after the meeting. Miss Rose, of the School Department, Buffalo Public Library, was in charge of the exhibit, and she and Miss Hazeltine gave helpful information about the books.

BUSINESS SESSION.

Important reports presented and approved were those of the Committee of Fifteen, the Froebel Memorial House Committee, and the Committee on Finance. The Committee of Fifteen reported the substitution of Miss Anna M. Stovall as member in place of Miss Nora A. Smith, resigned; the recommendation that Miss Fitts, Miss McCulloch and Miss Vandewalker be added to the committee; and the formation of various sub-committees within itself for the consideration of different subjects. The subjects assigned were psychology; materials and methods including plans of work; and symbolism. The next meeting of the committee will be held in New York, December 28, 29, 30, 1904.

Dr. Merrill then suggested that Mrs. James L. Hughes be invited to join the committee, thus giving it a fitting international character and making the number of members odd, as it should properly be. These four names were all indorsed and the committee was thus made a Committee of Nineteen, the limit being placed at that number.

Owing to a change in the proposed site for the Froebel Memorial House from Blankenburg to Eisenach, careful consideration as to further action had devolved upon the Froebel Memorial House

Committee. An excellent report of their deliberations and conclusions was read by Miss Alice E. Fitts. It closed with the following resolutions:—

"1. That Fräulein Heerwart be assured of our heartiest sympathy and co-operation in her desire to protect and make permanent the Froebel Memorial.

"2. That the \$840 collected by the International Kindergarten Union for the Friedrich Froebel House at Blankenburg be used by Fräulein Heerwart in consultation with the German Verein according to their best judgment for the Friedrich Froebel Museum.

"3. That we express to the German International Kindergarten Society our disappointment and regret in the necessity for the change of place for the Memorial House, and at the change from the educational to the partially philanthropic nature of the memorial; and that we will not press the raising of more money in this country until we have the assurance of a broader basis for the institution on more educational lines."

The Committee on Finance recommended the establishment of a permanent fund, and that all bequests and life-membership fees be devoted to such a fund and only the interest used hereafter; that effort be made to add to the treasury by adding to the membership, in order that the Union may, in future, assume more of those expenses of its convention which at present the local committee must meet; and that no money be voted from the treasury without careful advice from the executive board.

The advisability of having a proper place in which to store the permanent records of the association was broached by the chair, and the president was authorized to communicate with Hon. W. T. Harris, United States Commissioner of Education, with regard to a suitable place for filing such records.

The Committee on Literature, Library and Magazines recommended that historical data containing all the essential features with respect to the beginnings of the kindergarten movement in the various localities, be collected, the reports to be as full as possible without being voluminous, and sent to the chairman of the Publication Committee for the coming year.

CLOSING SESSION.

Among the younger kindergartners of the country are many to whom the lead-

ers in the movement are but as names, and an attempt was made to gratify the natural desire to gain some idea of the personality of these leaders through the three-minute addresses of the Friday afternoon session. A few introductory remarks were made by Mr. C. F. Carroll, superintendent of Rochester schools, who referred to the kindergarten as having been brought into the schools not by the desire of the teaching force but through pressure of public sentiment. He regretted that superintendents and school principals had often looked on it with indifference. Kindergarten has given freedom to all the best instincts of childhood, and indirectly it has done great service to the primary school by preparing the children for it in a manner never known before. Mr. Carroll was happy to state that Rochester was one of the few cities having a kindergarten in every school; and that it had also, in connection with practically every school, a mothers' organization actively engaged in promoting the interests of the kindergarten as well as all other parts of the school, in decorating the walls and beautifying the school grounds.

Mrs. James L. Hughes of Toronto, Canada, one of the founders of the I. K. U., was the first of the kindergarten speakers. In her always interesting way, she gave a warning against self-complacency. Miss Lucy Wheelock of Boston spoke metaphorically of the kindergartner building her house on a hill, with windows open on all sides so that the light of truth may stream in from all directions. Miss Josephine Jarvis's topic was *Kommt, lasst uns mit unsern Kindern leben*, and she gave grounds other than linguistic for preferring *with* our children rather than *for* our children, in translating this call of Froebel. Miss Emilie Poulsson of Leicester, Mass., reminded the audience that this year marks the centenary of Elizabeth Peabody's birth, and urged the reading on the part of kindergartners and mothers of Miss Peabody's *Lectures to Kindergartners*, as a sort of memorial from each one. A beautiful large picture of Miss Peabody, framed in ferns and galax leaves, stood on the platform at the base of the reading desk.

Miss Fanniebelle Curtis of Brooklyn, N. Y., put in a strong word for one-session kindergartens, and, needless to say, brought down the house by the waving of her familiar battle flag. Dr.

Jenny B. Merrill made a plea for laughter and fun and for Mother Goose in the kindergarten. Miss Patty Hill of Louisville, Ky., read a short paper whose theme was Froebel's devotion to truth, his love of growth and his acceptance of all the changes which the stages of growth necessitate. She said that if kindergartners followed Froebel in his devotion to truth, they would welcome truth whether or not it tallied with what they had been taught, or, more trying still, even when it was contrary to what they themselves had been teaching. Miss Lucy H. Symonds, of Boston, in a lively little talk urged the conservation of health by the kindergartner, suggesting that inroads upon health were made less by hard work than by injudicious recreation. Miss Mary C. McCulloch of St. Louis, Mo., brought out a bit of symbolism which has lurked in the initials of the Union's name all these years without discovery: the *I* and the *you* with the *kindergarten* as uniting bond. Miss Annie L. Howe, long a successful kindergarten training teacher in Japan, told of the status of the kindergarten and of the conditions of foreigners in that country, closing with the comical but very polite Japanese form of farewell: "I hope soon to hang again upon your honorable eyelids."

Called to the platform as a result of her previous story-telling, Miss Maud Lindsay of Tuscumbia, Ala., recited verses which she had composed for *Dixie*, to take the place of the first silly, and the second fire-breathing words hitherto sung to that beloved tune of the South. Miss Lindsay's version is expressive of warmest loyalty to the South, but speaks of national unity and is national in spirit. A story still being called for, she told in her simple yet vivacious manner, *The Little Traveler* (*Mother Stories*).

Miss Elizabeth Harrison of Chicago, Ill., gave her adaptation of an old story, *The Three Butterflies*. When the rain came, the yellow tulip was willing to shelter the yellow butterfly, the white tulip the white butterfly, and the red tulip the red butterfly; but the big old oak tree (typical of the I. K. U.) gladly and freely gave shelter to all.

"Imagination is a quality very useful to the historian, as it enables him to complete his records by supplying missing facts." This, according to Col. T. W. Higginson, is a definition once written

on a blackboard by a pupil. A wholesome fear of "completing the records" of this meeting by supplying missing memories through the imagination causes the recounter to refrain from attempting to hint further as to these three-minute talks.

In the report of the Committee on Necrology the names were recorded of Miss Helen Belcher, corresponding secretary of the Public School Kindergarten Union, Newark, N. J.; Miss Margaret T. McPherson, a training teacher in the kindergarten department of Pratt Institute, Brooklyn, N. Y.; and Mrs. Lucretia W. Treat, the boundaries of whose work extended far beyond Grand Rapids, Mich., where she had long carried on her training classes. As a mark of sympathy and sorrow, the audience rose and stood for a few moments in silence after the reading of this report.

The Committee on Time and Place announced Toronto, Canada, as next year's place of meeting. The convention has never before met outside of the States, and the new experience will surely be delightful.

Mrs. J. N. Crouse of Chicago, Ill., then read a set of resolutions thanking many individuals and public bodies in Rochester for contributing so lavishly to the success of the eleventh I. K. U. convention, after which the meeting closed with the presentation of the officers of the coming year.

FESTIVITIES.

First among the festivities was the delightful dinner to the training teachers and supervisors given on Tuesday at 6.30 p. m. by the Woman's Educational and Industrial Union at the Genesee Valley Club House. A number of Rochester people were present and an informal reception took place before the serving of the dinner. Long tables down the center of the dining hall and round tables along the sides divided the large company into groups; and under these favorable conditions conversation and acquaintance went merrily forward. In each group one or two Rochester people were mingled with visitors from states more or less remote. The place cards were painted by young ladies of the training classes and were very pretty indeed. Each bore a quotation from Froebel. In order to complete the work of the conference, the kindergartners were obliged to leave immediately at the close

of the dinner. This was a hard pull, as speeches and further sociability would have been greatly enjoyed; but even the necessity for early departure could not mar the enjoyment which the occasion had already given.

On Wednesday at 1 p. m. the whole body of kindergartners was regaled with a most delicious luncheon by the Association of Officers of Mothers' Clubs, in the Asbury Methodist church. Grace was offered by Rev. Paul M. Strayer. The decorations of the luncheon hall were extremely tasteful and effective. Around a large central pillar vines were twined, and where four tables met about it a bank of foliage and daffodils was arranged. At each plate was a daffodil, and a card on which was painted a child's head. When the guests, wearing the daffodils, gathered on the broad walk outside to take their places in the yellow or dark red tally-ho coaches, the sight was very picturesque.

The coaching trip gave much pleasure. The route lay through a beautiful region, affording views of the university grounds, the river with its falls, and the handsome residence district. Most of the party made a visit to the Eastman Kodak works. Just before entering the works, a group photograph of the company was taken. Young men were then detailed to conduct the visitors through the buildings. On returning to the coaches, what was each kindergartner's surprise at receiving a beautifully finished "velvet velox" photograph of the group, made while the tour of the buildings had been going on!

At the end of the drive the visitors were refreshed with afternoon tea at Mechanics' Institute, the invitation coming from the Board of Managers. The occasion was charming socially, and the visitors were shown over the building, thus getting some impression of the extent of good work accomplished there. Another courtesy extended to the I. K. U. by the Institute was the placing of a comfortable and pretty rest room at the disposal of the members all through the convention.

On Thursday, at the close of the afternoon session, street cars were in waiting to convey the kindergartners to the residence of Mrs. W. S. Kimball, whose beautiful art gallery afforded much artistic delight. To the feast of the eyes were added delicate refreshments of a tangible nature, and sociability was not lacking.

In the evening occurred the very beautiful reception given by the Trustees and Faculty of Rochester University at the house of President Rhees. This was largely attended in spite of the rain. A gay company moved about the spacious, stately rooms, everybody eager for a moment's chat with everybody else, and all apparently getting their desire. Here, again, the townspeople were to the fore with friendly attention. Perhaps this reception was like other receptions in the general features of gala dress, flowers, snatches of conversation, and the always refreshing ice cream and its accompaniments; but the cordiality of the hosts and the enthusiasm of the guests made this evening gathering more than ordinarily enjoyable.

On Friday, the Rochester Kindergarten Association invited the I. K. U. to a luncheon in the East High school. This building is one of our American "school palaces," containing all things fit and beautiful for the school use of one thousand girls and boys. In the light airy basement is the lunch room, fitted up with round tables accommodating four, strong, comfortable chairs, a few settees and a serving table. Here the kindergartners passed a cheerful noon hour, going afterwards to the hall above with bodies fortified and minds alert.

The Rochester convention is now a thing of the past; but it has given wisdom, enkindled thought, and left in the hearts of all who attended it many happy memories.

KINDERGARTEN; THE RIGHT AND WRONG OF IT.

BY ANNA W. WILLIAMS, SUPERVISOR OF KINDERGARTENS, PHILADELPHIA, PA.

In this decade, when the universities open wide their pedagogic doors and every gate is thronged with wisdom's suitors, and when every normal school graduate steps from her *Alma Mater* loaded with the heavy musketry of educational principles, it would be audaciously absurd to assume that there is any need of an interpretation of a system of education.

The converts to Froebel's doctrine are among the leading thinkers, and the quarrel to-day, if quarrel there be, must be with his exponents. The disciple in every school is far below the master. Many an earnest seeker after truth, even when turning the searchlight of psychology on the child's mind, is still in wandering mazes dark, and cannot find the Ariadne thread to guide her out of the wilderness. There are others, too, who are cast about by every wind of doctrine, and, in their haste to secure visible results, are lost in the externals; hence the work, says the pessimist, is "all method, bad method, and shows no insight into educational values."

Within the courts as well as without the gates there are misconceptions that are fatal to the real progress of a scien-

tific system of education. The young kindergartner embarks with her little crew, and they sail out on a sea of sentimentality, skies blue, waters calm.

"With dreamful eyes
Her spirit lies
Under the walls of Paradise."

She idealizes all childhood. Her darlings are Fauntleroy's and Patsies. Because of her own visionary views she imagines that children will accept everything from the poet's aspect. She is like the teacher who told the children the story of the Sleeping Beauty. "The Princess was fast asleep; none but the Prince could wake her. Then came radiant bursts of light over the hilltops, joyous songs of birds, music of the wind, rustling of the leaves; and who do you think, my dears, was coming?" "Roosevelt," answers the real boy. She is rudely awakened, but is not prepared to meet the prosaic. Her case another time resembles that of a teacher who showed a picture of the persecutions of the early Christians. The child remarked, "'Tis not fair." "No," said she sweetly; "but people were very cruel at that time; Nero was a very wicked man." "No, I do not mean that.

That poor lion has n't any Christian to eat!" To strike such a rock as this decides her to put ashore and travel along the firmer ground of common sense.

One enters a kindergarten at 9 a. m., and sees around the room, by way of suggestive material for the morning talk, three pictures, eight vegetables, twenty-four different varieties of flowers, thirty-two carpenters' tools, sixty-four kinds of nuts, and a squirrel in a cage. The child's interest must be kept at high-water mark! Hence this Herbartian follower displays all these fantastic measures and leads the children on an intellectual dance, equal to the dance led by the Pied Piper of Hamelin.

The misuse of the principle—"Build up the positive, and the negative will stamp itself out," is a frequent occurrence. No evil must approach. All milk-and-water stories of bloodless and unhomeric strife must be the child's literary feast, although his intellect may be able to digest the strong meat of David and Goliath. To some followers of the old school of pedagogy, who insist on learning being a laborious task, the sight of children playing happily together proves the kindergarten a day nursery, where the little ones are engaged in harmless diversion, and the teachers are having great fun and are being paid for it. The visitor who sees children sewing, weaving, modeling, seizes the idea that it is an elementary manual training school. If he is a philanthropist, he discovers its value only to the poorer class as a school of industry, and so argues in favor of it as a preventive of criminal idleness. Long since you and I were children, a father, in a laudable spirit of social economics, inquired why the kindergarten did not arrange for the sale of infant manufactures!

The combination of these two misconceptions *i. e.*, that the kindergarten is a day nursery, and that it is a school of work, results in the double-edged argument of the enlightened members of the village school board,—that the kindergarten is an extravagant expenditure of public funds because it is only a three hours' entertainment, and that it is highly improper to spend public money where children are learning to work at an age when they should do nothing but play.

The materials of the kindergarten lend themselves readily to number, language and form, and she of the Pestalozzian school who is a teacher rather than a

kindergartner, diverts the materials from their higher use of developing creative power and mental alertness, and instructs the child after the manner of the famous Swiss reformer. Consequently, the material, which should be the source of delightful natural exercise of perceptive powers and a stimulation to the spirit of investigation, becomes the medium for a "bestowing of the tediousness of the teacher on the pupil and is dwarfed to an object lesson on paper, wool, and wood."

One among the fraternity has been traditionally known to have responded to the child's answer, "God sent the rain," when asked where it came from, "Yes, that is what you might call a primary cause, little Abraham, but what is the more immediate cause?" We have never heard that her kind increased and multiplied; but as it is the tendency of the human mind to generalize, a hasty critic concluded from this that kindergarten exists for the purpose of teaching scientific facts in a scientific manner.

The time is not so remote since a certain faction of educators was heard to say that "the kindergartner is an enthusiast with limited vision, or one who sits on the mountain top among the clouds, serenely contemplating life and the world as an unbroken plain, breathing an atmosphere of universality and spinning fine theories until she gets herself tangled all out of sense." This criticism must in honesty be conceded as true when applied to a certain class of followers.

In practical experience it is not uncommon to hear the fresh candidate for public examination remark, "I know I shall succeed; I so love children." She recognizes no qualifying circumstances; love is her synonym for ability. One ventures to suggest that knowledge of the characteristics of childhood is as essential as tender affection; that a little psychological insight might be a valuable supplement to instinct; but our ardent young tyro is full of visions "which in part are prophecies and in part are longings wild and vain"—and she becomes an apostle of sweetness—without light. A fair chance to grow is given her, and six months after her natal day of appointment her kindergarten is visited. One hears on entering, in the sweet tone of persistency: "Walter, sit down. Walter, Walter, Walter, sit down; sit down, Walter. Harry, Harry, sit on your chair. Phoebe, we're waiting for you. Little

Mikie, come here; sit beside me. Don't you love to help me? Won't you listen to the story?" The apostle of sweetness turns helplessly round and appeals beseechingly: "How would you obtain order?" One suggests an action song for the entire class as a possible means of utilizing octopus legs and arms. If the kindergartner is caught young enough, and is not a maiden who has had an affair, and now turns her attention to little children "to soothe her sorrows, heal her wounds, and wipe away her tears," or if she is not a person who would be of no value in any other place on this mundane sphere, she may gain by the addition of a little thought-element to this blind-feeling stage; but if she does not,—then "let the portcullis fall."

Another kind of sentimental discipline is that which seeks devices to turn the child away from temptation. No distasteful tasks must be imposed upon him. He shall do only what he wills, that his will may grow strong. He can but choose the right because he knows no evil. He will love and obey his teacher because she devotes herself to his happiness, and when he enters the primary school he will be a model of wisdom and goodness. *Ask the primary teacher!* While one would not advocate the use of Solomon's weapon, nor, like Mr. Luke Honeymoon, take the children by the scuff of the neck and bump them into the paths of peace; yet the results of this interpretation of the "new education" would be that predicted by Lowell: "While today," said he, "one may lead ten horses to drink, in the future ten men cannot lead one horse."

The misinterpretation of the principle, "build up the positive side of character," results in efforts to keep all evil, even in imagination, from the child. In the stories told by the kindergartner who thus misinterprets, every child is "trailing clouds of glory," all are basking in the sunlight of uninterrupted happiness, the lions lie down with the lambs, and a general millennial state exists. Every object is in unified relations with every other, and when naming over the wild animals with which children are familiar, for the purpose of grouping impressions, she inquires sweetly: "Can you name some other friend?" And her little Lord Fauntleroy and Patsies reply: "The elephant is a dear little helper;" "The tiger is a sweet little helper," and so on, until the most ferocious beasts are unified in bonds of peace and fellowship.

To her on the mountain top of universality, no such story as *The Three Little Pigs* can be told to her little innocents. One sensitive child has been traditionally known to cry: "The dear little pig was eaten up"; but the normal child who waits for the climax with listening ears, remarked: "And the pig had wolf for supper." The same objection to *The Three Bears* follows. Hence she searches the book counter for a revised version, and finds a milk-and-water dilution which states that "The bears kissed Goldilocks and sent her home." This version not only represents an unlikely contact of bear and child, but contradicts a fundamental truth, i. e., the child wandered from home, got into trouble, and experienced a bad fright. The simple moral of such stories as *The Three Bears* and *Three Little Pigs* and *Little Red Riding Hood* is that obedience and the sweet restrictions of home are needed to protect the innocent and ignorant from the world.

Notwithstanding the misconceptions from those within the gates and many more from those without the fold, the kindergarten stands on a firm scientific basis.

There are educators who have been heard to say in Gath (which, translated, means the newspapers) that in the kindergarten there should be no intellectual development. This idea may be the result of following Rousseau's school of philosophy, but it is not the Froebelian conception of a child-garden. "Garden plants," says Miss Blow, "are not weeds left to grow as they may; nor are they plants taken out of the common ground away from the common air to be placed in sunny parlor or conservatory; they are the products of nature modified by human intelligence." * * *

"Who gives much," says Goethe, "offers something to many." The kindergarten is many-sided. Herein lies its greatest danger and its greatest merit. That it appeals to the all-sided activity of the child is one of its strongest claims. It also appeals to the all-sided activity of the adult. Hence each specialist discovers in it an ample field for the advancement of his own particular educational ideal. The artist finds golden opportunity for the display of wondrous color schemes, and the childish effort, instead of being a crude representation of artistic simplicity, of childish thought, imitates maturer productions. The child is confused by variety of color and form,

and produces a kaleidoscopic arrangement which is no more developing to his sense of the beautiful than are the bill-posters on the back fence. The over-refinement of the taste spoils his enjoyment of the simple as well as of the complex.

The hygienic reformer finds a camping ground in the kindergarten, and supplies experiments for testing eyes, ears, nose, and mouth, legs and arms, sufficient to fill up the three-hour daily period. Another reformer discourses freely on the evil effects of color on the eyes. If Nature, too, could only be convinced of her mistake, she might have clothed herself in soberer livery, and a twilight walk in the Garden of Eden might then have been a monotonous delight; but Nature is a freakish old lady, and despite our weak eyes the sky is still a staring blue, the rose a glowing red, and the sun a dazzling, glittering gold. Do not understand me to object to the proper care of all the organs of sense, nor to have any lack of appreciation of all discoveries in this direction, and do not think that we are ungrateful for all information, but we believe that there are other valuable aims and purposes to be carried out during the daily life of the child, which must be duly recognized.

"By thinking and thinking of a thing, a man can do anything if he but think until his hand keep time with his thought." If our kindergartner can have sufficient time for preparation, she will learn her art; and if our scientific pedagogues, who are of the greatest service to general education and to whom our kindergartner is ready to look for help and advice, will but see the matter from her point of view as well as their own, regarding the whole as well as the detail, they will become fountains of strength and inspiration; but in hearing their manifold opinions one cannot help thinking of the *Six Blind Men of Hindostan*:—

The first approached the elephant
And happening to fall
Against his broad and sturdy side
At once began to bawl:
"God bless me! but the elephant
Is very like a wall."

The second, feeling of the tusk,
Cried: "Ho! what have we here
So very round and smooth and sharp;
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear."

* * *

And so these men of Hindostan

Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right
And partly in the wrong!

The kindergartner may be an honest questioner and read volumes of studies of childhood piled high as the meeting-house steeples; but she will be misled unless she approaches these studies with the firm belief that, while the child may have come from a brute ancestry, he is nevertheless, by virtue of the divinity within him, mounting toward a height; and that it is the prime business of the educator to aid him to climb, and not to put experimental needles and pins in him at every advance. She must keep ever before her, to use the phrase of a leading educator, "the wings that may sprout as well as the caudal appendage that may drop off."

The kindergartner needs to observe, to record, and to act on the manifestations of the child. The expression of himself in every direction must "be a sign" to her; but she must, like her master, study with sympathetic insight, through happy comradeship in work and play. If she loses her vision of this ideal she soon finds herself in a sea of materialism, without compass to guide or certain goal to reach. She emphasizes the physical aspect and begins and ends there. She leaves nothing for the mind's own activity by her narrowness of vision. She crams the child so full of earth he has no room for heaven. At the age of three-and-a-half or four years he can distinguish 50 tastes, 75 odors, 120 sounds, 250 sights, and thousands of touch sensations. "Soon ripe, soon rotten," is the result of such teaching. This teacher glorifies the enjoyment of the emotions, the deliciousness of taste of viands, the exquisite pleasure given by fragrant odors, beautiful sights and sounds, and touch sensations. While no one who is not a prig would deprive the child of molasses candy and honey pleasure in abundance, yet it is not absolutely necessary to make him a lotos eater! There is other than the discriminating or relish aspect of sensation, says Miss Harrison, in her *Study of Child Nature*.—the moral value must not be ignored. Let the child taste the sweet, not only for the sense pleasure, but also to teach him self-effort. Let him learn to be ashamed to eat so much as to become nauseated. The child

realizes sense pleasure quite strongly enough without any excitement of it by the teacher. I can hear the lovers of childhood say: "You sour-faced moralists have grown so ancient and intellectual that you cannot recall your own childhood, if you ever had any." I should like to ask plainly who loves the child with a permanent love—the mother who hangs the goodies on the Christmas tree so low that little John of two-and-a-half years eats until he revels in spasms, or she who by patient determination and sympathetic firmness helps the child to the strength of constitution that enables him to have legitimate enjoyment because he is able to stop himself in time?

Another teacher exemplifies motor training, until it is all motor and no training.—"motor" enough to run a Ferris wheel, but not enough "training" to run a bean up a string. The children clap hands, clap blocks, and clap all the other materials until they become clapping automatons. They wiggle their heads, stamp their feet, spin and whirl, twist and twirl, suggesting to the onlooker miniature whirling dervishes. Activity is the law of childhood. Physical activity is its earliest outcome. Hence, says Froebel, take for your point of departure the exercises of the body, limbs, and senses; but from this strengthening and developing play with them rise to their use; rise from the healthy life of the body to the healthy life of the spirit. Natural things and spiritual things—who separates these two, tears up the bond of nature and brings death; is wrong at the start and at all points.

The foes of one's own household are ever the most dangerous of foes. At an educational convention a kindergartner who quotes Dr. Dewey's warning against substitution of the logical adult's for the child's order of thought in endeavoring to follow the psychological development, discovers in children's instinct a love of rhythm, rhyme, and continuity; and, not discovering the instinct of the humorous nonsense, forbids the time-honored *This is the House that Jack Built* and substitutes for it such utilitarian doggerel as

This is the dress that mother made.

This is the machine with wheels that shine,
That sewed the dress that mother made.

This is the cloth, so warm and fine,
Sewed on the machine with wheels that shine,
That was put into the dress that mother made.

This is the counter, so broad and long,
Where they showed the cloth, so warm and fine,
That was sewed on the machine with wheels that shine,
That was put into the dress that mother made.

This is the store, so big and strong.
In which was the counter, so broad and long.
Where they showed the cloth, so warm and fine,
That was sewed by the machine with wheels that shine,
That was put into the dress that mother made.

Out upon such addle-pated reform!
Let me contrast these lines with the following verse of Miss Emilie Poulsson's which carries the same idea as that of the *Mother Play*, and uses continuity, rhyme, and rhythm:—

These are the eggs so smooth and round
That held the wonderful secret.

This is the nest where the eggs were found,
The pretty white eggs so smooth and round,
That held the wonderful secret.

This is the pigeon, with soft gray breast,
Who patiently sat on the loose straw nest,
The nest where the pretty white eggs were found,
Her own little eggs, so smooth and round,
That held the wonderful secret.*

We feel very serious when we find that such an enlightened and practical teacher as Fitch, whose opinions on other subjects are of great value, makes such statements as these:—

"The kindergarten does not train the child to overcome difficulties. It does little or nothing to encourage reflection. The children learn to look, hear, and act in concert, but nearly all the talking is done by the teacher for them—who keeps all the difficulties out of sight." Let me recall a quotation from *Education of Man* which answers this objection completely: "To lead children early to think, this I consider the first and foremost object of child training." Again, in the *Mother Play*, Froebel says, "You will foster his impulsive movements, exercise his strength, cultivate his activity, and prepare through doing for seeing, through the exertion of his power for its comprehension. In a word, you will by self-activity lead him to self-knowledge." Recognizing as we must, if we read aright, that the kindergarten ideal is an acting-out and not a pouring-in process, let us see what has been provided to aid this self-expression.

Just as in early stages of development of the race man expressed himself through material, and finally through its

*For this poem in full, see KINDERGARTEN REVIEW, Jan., 1896.

mastery gained a mastery of himself, we find children building houses with blocks, cards, spools; arranging stones, shells, buttons, beans, in rows and patterns; making pictures with matches, sticks, twigs; stringing spools; cutting; sewing; making pictures in sand, mud, gravel, snow; biting their bread in shape; blowing breath on the window-pane and drawing on it with their fingers; cutting pumpkins into Jack-o-lanterns; making teeth and faces in lemon and orange peel;—discovering through these natural activities real elements of form, number, and the practical fact of transformation, learning the qualities of materials, and getting a slight notion of the value of the industries of man. In other words, they are making comparisons, and the intellectual faculty is exercising itself on percepts and transforming them into concepts.

The kindergarten materials are Froebel's response to the natural desires of childhood; they are but a specialized form of our practical material for all education. Do not the stories correspond to our language and literature lessons of later school life? Is there any stage of education in which the cultivation of the emotional nature and the release of its activities in music and song, in alternation with those more entirely mental, are not valuable? The game takes the form of gymnastics later, and returns again to the athletic game of the college or university. The Gifts answer to all the objective and concrete material, and the Occupations to all hand work, whether executive or purely for training; as, drawing, writing, sewing, wood-working, or modeling, of later school life.

Let me call your attention to Court-hope Bowen's remarks on expression through material in childhood. "It is a great mistake to presume too far on a child's power to understand and use language." In the kindergarten the task is rather to prepare children to use language later in school, as one of the means they will then have of expressing themselves and of gaining knowledge. At first it is not their chief means and certainly not their only means for expression. Children's confused statements, over which the public and even teachers often make merry, are simply the results of premature and foolish forcing of language only half understood. We shall best succeed in helping the child to use and understand aright, not by restricting him to language, but by using all his

modes and means of expression in close connection with one another and with language. We remember that the words telephone, trolley, cablegram, dynamo, caligraph, spectroscope, graphophone, were not a part of our language until the materials to make them had been produced. One such discovery in childhood of the practical meaning of language is worth many merely imitative exercises.

The materials of the kindergartens, however, are the least of Froebel's practical contributions to education. *The Mother Play*, a simple collection of games accompanied by poetical mottoes and prose commentaries, is by far his greater achievement. Unless this book is known and understood, the kindergarten cannot be interpreted aright. Each game in the book is in response to some manifestation of the child. The order of the songs is not accidental. The games included in the first series relate to elementary experiences of movement; the second division corresponds to the stage of development when the child classifies objects by number, form, size. These are followed by games which deal with practical activities. In short, the first set is a series in which right instincts are recognized; the second, right habits are practiced; the third, right standards are presented; the fourth, right judgments are formed; fifth, right choice is exercised. Right standards are presented of activities of nature, in the busy, happy life of little creatures around us,—as beasts, birds, butterflies. This is the first standard, that corresponds to the simple reflection of a simple, happy child-life without conscious duties and responsibilities. Later are presented busy but simple and natural activities of human life, as the mother's activities at home and the father's activities at work. These appeal to the child in the first stage of recognition of duties, and are the right models for him to follow. Finally, is suggested the standard of the hero, who chooses to be brave and good even through trouble and difficulty.

You ask: "What does the kindergarten in its practical outcome accomplish?" We answer that it endeavors to use, without abusing, the means and methods of all right education with special adaptation to the germ-stage of mind-activity, of mind-shaping; and to exercise the inner perceptions by very small, but none the less important, outer expressions.

Professor Tracy speaks of the Froebelian principle on which education is coming more and more to be based

"that education proceeds most easily and readily along the line of motor activity; that is, that the child should be the agent of investigation rather than the receptacle of instruction; that by doing things he will alone acquire knowledge." "The kindergarten," says Tracy, "is the incarnation of this idea"; but the idea is as old as Aristotle, who said, "We learn an art by doing that which we wish to do when we have learned it; we become builders by building, harpers by harping;" and we may add that we become intelligent and industrious by intelligent and industrious play which will finally become work of the same kind.

It would be too much to claim that either Froebel or his system is the limit of human perfection; but that it is the best so far as practically applied, the kindergarten of to-day justifies. Not only does the Froebelian doctrine stir the higher impulses of child life, but the study of kindergarten is most energizing and invigorating to the student, since it incites constantly to self-culture. When we remember that Froebel awakened the minds of twelve little children and fed them with the bread of life only after a prolonged university education, we can obtain an idea of what he deemed the birthright of every child.

HAS NOT THE TIME COME WHEN EDUCATION SHOULD PREPARE FOR PARENTHOOD? IN WHAT SHOULD SUCH EDUCATION CONSIST?

BY MRS. ANDREW MACLEISH, CHICAGO, ILL.

The present recognition of the importance of childhood has grown directly out of the key to modern thought, evolution. So soon as we accept the theory of development as the method of creation and recognize the fact that that development may be influenced by environment and by outside stimuli, at once the period of growth and plasticity becomes of paramount importance, and the possibilities for elevating the human race become practically limitless. From this point of view, then, has grown up the present great interest in education and in all phases of child-study. The scientific method of the present day seeks to overcome the rigidity and mechanical character of classic education by introducing an elasticity that meets individual needs. It converts the emotional interest of the romantic period into intelligent knowledge of conditions and needs, and so into practical results. It, and it alone, is able to grapple with the great social problems that day by day force themselves more insistently upon our national consciousness. Our great republic can be preserved only by the raising of each suc-

ceeding generation to higher levels of patriotism, to a loftier sense of honor and a more unselfish devotion to duty. The ignorant must be made intelligent; the helpless, capable; the criminal classes, virtuous. This can be done only through the children, and so education in its modern, scientific sense becomes the process of salvation. It is the most vital force of the present day; it is all inclusive. But, like the new wine of our Savior's parable, it cannot be put into old bottles. It must be left free to take on new forms. Since we cannot tell what are to be the social and economic conditions of the coming generation, and the next, and the next; since we cannot foresee what will be the religious faiths of the future, the political and social creeds, we cannot educate for them. All that we can do is to furnish each child with conditions for his own fullest and most normal development, physical, intellectual and spiritual; to give him command of himself and to put into his hands the most advanced existing tools of civilization. Just in proportion as individual needs are to be recognized and

met, must parents and teachers be intelligent and capable of independent thought and action.

It ought to be entirely unnecessary at this stage of civilization to press home the fact of responsibility of parents for the welfare of their children; but, alas! how many feel that their whole duty is done when a suitable home is furnished and kept in condition, proper clothing and food are provided for the children, and they are sent to school and taught some obedience to law. How few fathers and mothers recognize and try to meet intelligently the full responsibilities of parenthood! Is it not due to the fact that education fails to take any account of these greatest of all responsibilities?

* * * * *

"Is it not monstrous," says Herbert Spencer in *Education*, "that the fate of a new generation should be left to the chances of an unreasoning custom, impulse, fancy? If a merchant commenced business without any knowledge of arithmetic and bookkeeping, we should exclaim at his folly, and look for disastrous consequences. Or if, before studying anatomy, a man set up as a surgical operator, we should wonder at his audacity, and pity his patients. But that parents should begin the difficult task of rearing children without ever having given a thought to the principles—physical, moral or intellectual—which ought to guide them, excites neither surprise at the actors nor pity for their victims."

Now whether or not we agree with Mr. Spencer at all points, we can hardly fail to accept this conclusion as to the importance of knowledge on the part of parents and preparedness to meet their heavy responsibilities. Nor is it necessary that a philosopher should come back from the dead to tell us this. We constantly meet in our own experience men and women bearing physical frailties because those who cared for them in their early days did not know the laws of hygiene. We meet others who are what we call failures because their needs and aptitudes were never understood nor met. When we hear of boys and girls going wrong, we feel instinctively that some one has blundered. And how often the cause can be clearly seen, in the incompetence or the unfaithfulness of parents, or in conditions that have deprived the children of parental care.

I was greatly interested in hearing the conclusion of an eminent educator upon

this point not long since. He had been for a long period of years the head master of one of our largest and most influential boys' schools, and he said that in his own experience every case of a bad boy could be traced directly back to an incompetent mother. It is both pathetic and startling, in the workings of the Juvenile Court in Chicago, to note the stories of the children brought before it. Almost invariably the trouble is a lack of mother or father. Either it is the case of a widowed mother, who must go out by the day to support her family, and so being forced to take the fathers' place, cannot be also a mother; or there is drunkenness or vice on the part of the parents and utter disregard of their parental obligations. If such ruin follows in the wake of a lacking or faulty parental care, what would the world be if we could have one generation of thoroughly prepared and responsible fathers and mothers. Would it not almost mean the millennial dawn?

Granting, then, the importance of education for parenthood as well as for the other relations of life, in what should such education consist? And with this comes, if our discussion is to be practical, another question much more difficult to answer: *How shall the necessary subjects be introduced into the existing curriculum in a form that shall commend them to the judgment of educators and prove so attractive to students that the courses will be elected?* Here we have to meet not only the conservatism of the schools but the reserve of the Anglo-Saxon mind. The work must be put into the course of study in such a way that the student comes to it naturally, logically, and without the rousing of self-consciousness. Also, I believe that we must consider work along these lines not only in the colleges but also in the high schools; for these latter are, and are destined to become more and more, the people's colleges, and from them go many, many boys and girls who will carry their formal preparation for life no further.

Let us first consider what knowledge is necessary on the part of parents in order that children may be brought up into a rich and full manhood and womanhood. First, of course, there must be a practical knowledge of all that pertains to the physical and material well-being of children and youth. There is already a rapidly growing sense of the need of this knowledge, and a strong movement to

supply it, so that here our work is comparatively easy. Then there must be an understanding of the child-mind, of its unfolding and development, of the different stages through which it passes. Here we shall be greatly helped by scientific child-study and by the new character which such study has given to modern psychology. Then there must be a comprehension of the spiritual and religious needs of the little human soul, and here, alas! so far as general education goes, we are on untrodden ground. The schools recognize bodies and minds, but not souls as such. To me Froebel's distinctive contribution to education is made just here, in his appreciation of the little child's soul, as the part of him that preeminently needs to be educated, lifted up into a growing harmony with the divine soul of the universe. * * * *

It is not necessary for us to go deeply into a consideration of the kind of knowledge that will make our young people capable, when they come to maturity, of meeting the physical needs of a family, because, as I said before, this need is already becoming recognized. It is necessary for self-preservation as well as for race-preservation. It should include, of course, a practical understanding of physiology and hygiene, and a knowledge of the art of home-making and home-keeping, with all the sciences that underlie that art,—bacteriology, chemistry, physics, sociology, and the care and economical expenditure of money. This training should begin in the grammar school while the children's interests are still keen, and while the children still do not hesitate to undertake hand work. Here the study of textiles can be taken up in connection with the history of primitive man, and in that same connection the construction of houses may be followed from the simplest forms to those of civilization. The study of cooking correlates very closely with the geographical study of food products, and, on the other side, cooking as the method of preparing food for use can be correlated with physiology; so that the introduction of cooking and household arts into the grammar grades is not the introducing of a mass of foreign matter, but rather the bringing of the subject matter already there into touch with actual, everyday life. This is the process which all along the educational line is bringing new life and vigor. Education becomes at once a vital matter when it is

seen to have a direct bearing upon life. This work in the school also becomes a strong link to bind the school and home together. It gives the child a new interest in its home and the power to contribute something there.

In the high school years, the sciences that underlie the life of the home should be studied by those who do not go to college, and in the later years of college life, electives should be offered, taking up the subjects more broadly. Also it seems to me that the art work of the high school might at some point be turned in the direction of home furnishings, a study of good lines and forms in furniture, and adaptation to use; of good colors and pleasing color combinations,—whatever will go toward building up in the pupils a correct æsthetic sense, and the power to furnish a home attractively and even artistically on a limited amount of money. For one thing that education ought to do at the present day is to demonstrate that the best things in life are not dependent upon the possession of large sums of money. If this lesson could be really learned, it would go far to overcome the grasping and materialistic spirit of the age.

It is very encouraging to see how strong a hold this new consciousness of the home has taken upon educational thought, and how widely its importance is recognized. Domestic science in some form is finding its way into the school system of most of the large cities and many smaller places; and the colleges are beginning to add courses of study, and the universities departments of instruction along these lines. It is all tending to develop a deeper sense of the value of home, and the importance of environment.

But all this has to do with material and physical conditions. If it is important that the boys and girls of to-day should be trained to meet these conditions intelligently, surely it is at least of equal importance that they should understand intellectual and spiritual conditions. This latter end may be reached by broadening the work of psychology, and giving it the same practical touch with life that chemistry and physics have found through domestic science. Fortunately, the psychology of to-day has taken a long step in this direction, and the chief thing that would need to be added for the purposes of our inquiry would be a study of the beginnings of

mind, the psychology of the earlier years. In the high schools, this work would require a text-book, and none now exists that would quite meet the needs; but it would not be too difficult a matter to prepare one. Such a book should sum up all the facts that have really been established by scientific child study concerning the growth of the intellect from the very beginning. It should dwell upon the importance of wise and regular care of the physical needs of the little baby, showing that the most important habits of the mind are formed in response to such care. As Dr. Bushnell says in his *Christian Nurture*: "There is scarcely room to doubt that all most crabbed, hateful, resentful, passionate, ill-natured characters; all most even, lovely, firm and true, are prepared in a great degree by the handling of the nursery." And you remember that Pestalozzi claims that the beginning of religious education is right here. The tiny baby, whose wants are met with regularity and wisdom, begins even then to develop the states of feeling that will later become the Christian virtues of faith and hope. Then the opening and growth of the mind should be traced; the conditions of mental growth, as the receiving of sense impressions, notably those of touch and sight, the storing up of mental images, the co-ordinating of muscles and gaining of bodily control. The importance of quiet, abundant sleep, of fresh air and sunshine, and freedom from excitement or over-stimulation should be dwelt upon. Then the different stages of development should be noted with their indications and their inner significance. In this work there should be the possibility of observing children. Students should be able to go out from the study of principles in text-books to their application in children, and come back with a new light upon psychology and a new interest in child life. If such a study were carried on of mind-growth through childhood and adolescence to maturity, I believe that it would add greatly to the value of psychology, and put into it just the life and interest that are sometimes lacking.

But still we have not reached the heart of the matter. Why should we understand the principles of mind-activity, why should we study the laws of its growth, but that we may use this knowledge in character formation? That is the great object of life and of education, growth in goodness as well as effective-

ness, in moral power and spiritual understanding. This is the kind of education for which the kindergarten stands, and Froebel is distinctively its apostle and exponent. But it is strange that the recognized connection of Froebel with education should cease with the kindergarten. That became the final exposition of his educational thought because of the absolute need of the little children in his day, and because of his close sympathy with them and insight into their needs; but his pedagogical ideas are applicable to the whole process of education, and they will never be understood by the world at large until they reach far beyond those first few years. * * *

But how shall we practically bring the philosophy and the pedagogy of Froebel to bear in preparation for this greatest of all responsibilities, the care and upbringing of children? To me Froebel's teaching is most beautifully and completely set forth in the *Mother Play*, but the work could not well be given to college or high school students in that form. It is written directly for mothers, and students are not quite ready to view themselves in the light of parenthood. Moreover, the present form of the book makes it difficult of comprehension. To prepare a book for school and college use that should embody the principal teachings of the *Mother Play* would be comparatively easy. Such a book should make very clear at each step the thought in Froebel's mind, the truth which he has for the mother, and the way in which he would have the mother give that truth to the child. For a full teaching of Froebel's method, the actual use of the games would be necessary and some knowledge of the occupations. This would seem to me a very valuable part of the training, for so many mothers and teachers of young children fail just for lack of the play spirit, and a knowledge of what may be done for children through that medium. In connection with this work I would have the *Education of Man* used, as throwing a light from a different point of view, and this might well be used in its present form and quaint phraseology.

Such a study as this implies a teacher who has added to a college course a kindergarten training. It also involves the study and observation of children. There should be available kindergartens to serve as laboratories to such a course of study. There this sort of training could

be seen in the process, and observations of progress could be made and brought back to the class room. Also there would be opportunity to enter into the games with the children.

I think that such a course of Froebel's *Mother Play* would be most valuable if carried along in connection with the course of psychology and child-study outlined above. As the physical development of the child is noted, let "Play with the Limbs" be taken to show how growth depends upon the overcoming of difficulties, and that this truth holds good in the spiritual as in the physical realm. What a light this would throw on the baby's instinctive efforts after strength, and how many children it would save from the deadening effect of having life made too easy! When the development of the senses is taken up psychologically, and the place of sense-impressions, let Froebel's teachings here be made clear, his picture of the "door that swings two ways" in order that through it "the soul of things may be known to the soul of the sensitive being." There are many other points of contact where Froebel's insight into the inner meaning of scientific facts would open up a whole realm of stimulating and valuable thought.

Beyond its illumination of psychology, the *Mother Play* gives a philosophy of life that is both lofty and satisfying, and I know of nothing that is in a large sense more truly cultural than it; and, lastly, it is deeply religious, and so is a most valuable element in the preparation of young people for life. * * * And I would suggest that at least one piece of great literature be studied in connection with this course of study, and that its ethical character be made paramount. That is,

that it be studied for the light which it throws upon the struggle of the human soul after righteousness. This would not only have a direct bearing upon the work of character building, and in rounding out our proposed course in spiritualized psychology; it would also open a wide door to the meaning of all real literature, and let us hope that it might have some part in ringing the death knell of the technical and purely mechanical and external manner of studying literature that at present holds sway so generally.

Now is such a change as I have suggested in existing courses of study impractical, or too difficult of accomplishment? I believe that it would not only accomplish the purpose which we have in mind, of preparing young people for the responsibilities of parenthood, but that it would prove of great and immediate value in itself.

Moreover, I believe that the time is ripe for such a move. There is an increasing earnestness among educators, a growing sense that, after all, the solution of the great problems of our day is in the home and with the mother; therefore, she must be better equipped for her work. Our natural and social life is forcing upon us problems that can be solved only by the production of a higher type of men and women; therefore, whether or not the plan outlined is the best, and it is but a suggestion, let us not rest until some method has been devised by which our system of education shall consider earnestly, and face squarely, the problem of fitting the rising generations to meet more ably the stern responsibilities of parenthood.

THE CO-OPERATION OF LIBRARIAN AND KINDERGARTNER.

BY MARY EMOGENE HAZELTINE, PRENDERGAST FREE LIBRARY, JAMESTOWN, N. Y.

This is the age of enthusiasts, all interested in the cause of helping the bettering of men. They are working in diverse ways, each convinced that his own is best and enters most into the welfare

and happiness of the people, whether his particular enthusiasm is a belief in higher education, foreign missions, social settlements, municipal leagues, civic federations, tree planting associations, pa-

triotic societies, or any of the hundred other forces that are working toward the common good.

It is likewise the age of consolidation. We read of trusts and unions, of the great systems that are being inaugurated in the business world. If consolidation is wise in commercial and industrial circles, clearly it would be well for kindred enthusiasts to establish media of correlation, to maintain permanently means for aiding one another and for exerting their collective strength, thus greatly increasing their influence.

We who meet to-day represent not the least of the enthusiasts; and what each of the others claims for his cause, we claim for kindergartens and libraries. You, as kindergartners, believe that if the natural activity of the child is directed in the proper channels, his whole physical, mental and moral growth will be strengthened and he will therefore develop a truer manhood and life on a higher plane. As a librarian, I represent a considerable and growing body of workers who believe that much can be accomplished for the human race through the right books, free and readily accessible at all times for all sorts and conditions and needs and ages of men; and our two greatest aims are to supply all the other enthusiasts with books that will aid them to extend their efforts for making the old world new, and to train the children to use the library, so that when they in turn develop into enthusiasts, they shall already know where to turn for assistance. It is within ten years that the public library has awakened to its opportunity and responsibility in relation to children, and now its children's room can be counted with the home and the school as a force to be taken into account in a child's equipment for life. Do you not see why we believe that the millenium is coming finally through the message of good books? May the librarian not rightly claim to be the enthusiast of the enthusiasts?

What has the library for the kindergartner? To give an answer in a general way is an easy matter. It can supply books in psychology, child-study and kindergarten principles, the method books and aids recommended in the kindergarten training classes, books from which stories can be gleaned for all the kindergarten seasons, pictures that are frequently needed for illustration, stories and verse for reading aloud, and

books for even the littlest children to handle themselves. It supplies books also for the mothers to use in the home; for librarians believe as deeply as do kindergartners that home influence often thwarts their best endeavor, and that in many cases the mothers must be helped in order to have the work with the children effective.

But general statements carry little weight or conviction unless they are substantiated by some specific information. For this reason it seems wise to make detailed report of what is actually being done in libraries for the kindergarten movement. That I should not prove a false prophet, I sent a series of questions to representative libraries throughout the country. These questions covered three phases of the work: first, the relation between the library and the kindergartner as a student of educational methods; secondly, the relation between the library and the mothers' club as a corollary of the kindergarten; and thirdly, the provision that libraries make for books for children from four to six years of age.

From the replies, representing eighteen states, I am happy to give brief testimony. The limits of this address do not permit a tabulation of the replies nor mention of the libraries by name; but the replies serve as an index of the friendly attitude of every library in the country, large and small, and the readiness of all to aid the kindergartens to the best of their ability and resources.

To the question, "Do you help kindergartners in the selection of books for their work, both for their own study and for use with the children?" the answer came always "Yes," and frequently in emphatic form. Some librarians went farther and said: "We buy very largely of books that will aid kindergartners and help them in every way that we can"; while others modified their answers by adding that they gave help gladly whenever it was asked. Librarians, although eager to have their books widely used, do not find it expedient to thrust them upon people unasked.

The question, "Do you send traveling libraries to kindergarten training classes?" brought in almost every case a negative reply, either because there had never been requests for them or because there were no training classes. But there was practically unanimous assent to the "Would you, if you had requests for them?" Such assent

was modified in several instances by the important provision: "If our supply of books permitted," or "If in the limits of our city." In a number of cities the kindergartens and training classes are connected with the public school system and so are entitled to teachers' cards at the library, which results in their having practically the same privileges as a traveling library would give them.

Questions were asked as to whether kindergartners made any suggestions to libraries in regard to the selection of books for professional use, and also as to the kindergartners' general knowledge of children's books. The answers show that many kindergartners, struggling with their own work, depend on the library for suggestions and help, and do not make suggestions to the libraries, as they are encouraged to do. Further, it appears that a comprehensive knowledge of the books for the children themselves is rare among kindergartners.

Then the question was asked: "Do the kindergartners make much use of the library?" and again the answer came "Yes," but not emphatically; for frequently was added, "A few of them," and, "It depends on the kindergartner. There are the few who do splendid disinterested work in regard to reading, while others are lukewarm, and others still read only what is absolutely necessary." My own experience leads me to believe that the reply, "They use it fairly well, but not as well as we wish they did," coming from a library that has a complete equipment of kindergarten books, is really the truth of this matter.

I wish I had the persuasion of Peter at Pentecost in order to impress upon every one of you that lives under the shadow of a public library, what resources it contains for your study and what help will eagerly be given you by the librarian or the assistants to search out the things you need, if you will make your wishes known.

The group of questions concerning the mothers' clubs asked first if traveling libraries were sent to these clubs. A number of libraries replied in the affirmative, while others said that they would send books if they had requests for them. "Do you help mothers' clubs in the selection of books for their own study and for use with the children?" brought replies all along the line that they did. Some said that in lieu of helping mothers' clubs they helped the mothers individu-

ally whenever opportunity offered; and this answered also the last question in the mother group: "Are mothers not connected with clubs given any advice about books good to read to their children from four to six years old?" to which answer came, "Advice is always gladly given, and all that we have is at their disposal."

The third group of questions concerned the books to be used with children of kindergarten age; and here, perhaps, is the point where librarians can be of most real assistance to kindergartners. Since the coming of the children's room in public libraries, much time and thought and painstaking care have been given to the study and appraisal of juvenile literature. From the nature of the case, it is necessary to provide most largely for children who can read; but in this wealth of juvenile books is there no provision for the little folks?

The question was asked, "Do you provide untearable picture books, or picture books of any kind for use in the library?" I was amused with the remarks that "untearable" called forth, and it is evident that this label on a book does not warrant it against destruction by infants. Reports came that untearable books were poorly stapled and sewed, having quickly to be repaired; that the paper books became soiled before they were torn, so answering every purpose; and finally, a very practical objection, that untearable books are not published in large numbers—only in the proportion of five or six out of thirty or forty—and that, generally speaking, they are not as desirable, either in pictures or verse, as the paper ones. So the question, as answered, resolved itself into: "Do you furnish picture books for use in the library, and do you lend them to kindergartens and for home use?" I am happy to report that many libraries throughout the country do furnish picture books, and almost all lend them to the kindergartens and the homes. Some libraries send the books directly to the kindergartens (of course, on request of the kindergartner herself), while others lend them on the teacher's card. In circulating for home use, the practice is to lend them to the children from the schools or through parents or older brothers and sisters from the library.

You will recognize at once that there are some practical difficulties in providing for littlest children in a public library; the distance from the homes, the special and constant attention that must

be given little folks, and the luxury of picture books, which are expensive not only in first cost but in frequent replenishing. It is for this reason that some libraries find it impossible to provide for children until they can read for themselves. In some libraries, also, the work is not fully organized, the librarians waiting to see what the demand will be; while in others the provision has never been made because the request has never come. The reply that came from a prominent librarian, "We have never been asked to lend to kindergartners," should not be passed unheeded. Do you, as kindergartners, know what the public library in your community is prepared to do for the children in your charge?

A summary of the replies to all the questions presents this matter of coöperation about as follows: Librarians stand ready to do everything possible in the way of furnishing books for kindergartners, training classes, mothers' clubs and mothers individually, and, so far as their funds permit, for the small children themselves. Many kindergartners avail themselves of these privileges, but many do not. Kindergartners use more books adapted to instruction and methods than for supplementary work with children, but are always grateful when other books are brought to their attention. They fail to make use of the marvelous children's literature, of much of which they are lamentably ignorant.

For children of kindergarten age librarians distinguish three classes of books: those for children to handle themselves, books to be read to them and books from which stories for telling can be gleaned. In choosing picture books, account is taken of the pictures, which must be good in subject, line and color, and of the general make-up of the book—the paper must be good, and the book not too large and heavy for a child to handle easily. If verse or story accompanies the pictures, it must be good verse, and a childish story. Many pictures are spoiled by the doggerel which accompanies them. The most desirable subjects for pictures are animals of all kinds (not forgetting birds), farm scenes, children, and the Mother Goose rhymes. The animals should be normal; children do not demand violently grotesque things, and an elephant in his natural state is quite as unusual to them as one in hat and trousers. The *Three Little Kittens* that wore mittens may, however, be dressed

to fit the classic rhyme; but the popular picture books of the comic poster order, which are made merely to sell, should be avoided.

Picture books are not standard publications but go out of print every few years, therefore it is not safe to make a list of them for any length of time. The same book may appear under a different title from year to year in the publishers' lists, or the same title may stand for a good book one year and a very poor one the next. Titles cannot be relied upon as describing toy books, and right selection is more a matter of individual examination with them than with any other class of books. It would be well for you to examine a few good picture books, and I assure you no greater pleasure can come into your professional life than through these same books. There is a touch of genius in everything that Kate Greenaway did, and *A, Apple Pie* and *Marigold Garden* will give you as much joy as they will the smallest child. The nursery rhymes that Caldecott has made to live in pictures, the familiar fairy stories illustrated by Walter Crane, and the boys and girls of De Monvel mean hours of bliss for all in whose way they come. The nursery rhymes and animal picture books published by E. P. Dutton & Co. are on the whole admirable both in drawing and color. Some of the pictures, however, come from English and German workshops, and represent scenes, buildings, processes and costumes foreign to children in this country, which is a drawback.

In discussing the books that are to be read to children from four to six years of age the basis of selection must again be considered. The story must not be long; it must be childish, and yet not "written down." Reading aloud is an obvious and easy resource; but to read aloud to a child a book of cheap quality and trivial interest is to waste a real opportunity. The foundations of literature, which children will always remember, carefully adapted, should be used, for they supply the allusions of literature so necessary to education and culture. Mother Goose and other nursery rhymes, fables, nursery tales and folklore stories that include the old-fashioned and always in fashion fairy tales of Cinderella, Beauty and the Beast, Golden Hair, and the tales of Andersen and Grimm, should be part of a child's life. There are many editions of these, some

in plain attire and "some in velvet gowns"; and it is the duty and at the same time the pleasure of librarians, especially of children's librarians, to know them all, in order to help the kindergartners and mothers. It is not necessary to remind an audience of kindergartners that some of their own number have published books to read to children, and that these are extensively used in libraries. Indeed, in response to my question concerning the best books to read to little children, the answer invariably included the books of Miss Poulsson, Miss Wiltse, Miss Lindsay and Miss Harrison, which is another evidence of coöperation. You are producing books that *we* are using.

But there are many other delightful books that are charming to read to little children; stories about other children, about animals, birds and "a number of things." There is *Clean Peter*, by Adelborg; the *Snow Baby*, by Mrs. Peary; the *Arabella and Araminta Stories*, by Gertrude Smith, and *The Sandman: His Farm Stories*, by Hopkins (these two books containing the element of repetition that children love); Deming's *Indian Child Life*; *Five-Minute Stories*, by Laura E. Richards; Baldwin's *Fifty Famous Stories Retold*; the series by Clara D. Pierson,* including *Among the Meadow-People*, *Among the Night People*; and always *Uncle Remus*, and the books of Jane Andrews; and so the list might be continued almost indefinitely.

There are various books of verse, especially those of Stevenson and Field, and also collections of verses that are charming for reading to children; for children love melody and rhyme, and poetry can be read to them long before they are old enough to read it alone. Among the best of the collections are: *A Book of Nursery Rhymes*, arranged by Charles Welsh; *The Posy Ring*, compiled by Kate Douglas Wiggin* and Nora A. Smith;* the first volume of *The Land of Song*, edited by Katherine Shute; the first three volumes of *The Heart of Oak Books* and *Sugar and Spice*.

There is a wealth of books and editions unknown to kindergartners that will illuminate your work in ways little realized until you have levied upon them for the stories needed in the story hour and for the information and illustration required for the celebration of various seasons and events. Among these books may be mentioned Lang's *Book of Ro-*

mance, and many of his fairy books; the King Arthur tales in various forms; Hawthorne's *Tanglewood Tales* and *Wonder Book*; Macdonald's fairy stories; *The Book of Saints and Friendly Beasts*, by Abbie Farwell Brown; and nature books almost without number. Last fall a kindergartner went into a library that is splendidly equipped to help teachers, with a list of books which had been given her in Nova Scotia and which she said was worth traveling all that way to obtain, so excellent it was. The discovery was made at once that all the books were in the library; and a few hours' work on the part of the kindergartner, with the aid and suggestion of the librarian, would have given her all the information that the Nova Scotia list gave, and much more. Librarians are happy to help you to help the little folks, considering that in their opportunity to aid you they are, in the House-that-Jack-Built fashion, helping the cause of homes and schools.

For your share, librarians ask that you consult the libraries and know their resources for yourselves. If you find lack of material for your work, the very asking of it will, whenever funds permit, be the immediate occasion for its supply; for the libraries recognize the law of demand and supply. They ask also that you read children's books yourselves. These books will make you younger, more enthusiastic; they will give you suggestions and very practical help, something besides method and routine, something very much alive. You will wonder, indeed, when enjoying their wealth and charm, why people ever read anything else!

Some of you will return to places where there are no libraries; is there, then, no share in all this for you? You can secure the lists of children's books published by various libraries, many of these lists being procurable for the asking and the postage. Such lists will serve as a basis for your own selection. Especially to be recommended are the following lists:—
Buffalo Public Library. Class room libraries for public schools. Listed by grades. 31 cents.

Carnegie Library of Pittsburgh. List of 1,053 children's books agreed upon by the Cleveland Public Library and the Carnegie Library of Pittsburgh.

Carnegie Library of Pittsburgh. Story telling to children from Norse Mythology and the Nibelungenlied. 20 cents.
Iowa Library Commission, Des Moines.

* From the kindergarten ranks.

Iowa. List of books recommended for a children's library; by Annie Carroll Moore. 20 cents.

Pratt Institute Free Library. Children's reading list on animals. 1899. 10 cents.

Wisconsin Library Commission, Madison, Wis. List of 493 children's books agreed upon by the Wisconsin, Iowa and Minnesota Library Commission.

There is no better example of the use of similar material by kindergartners and librarians than the *Story Telling to Children*, published by the Carnegie Library, Pittsburgh. This is a boon both

to kindergartners and children's librarians. If your work is in a state that has a library commission, you can appeal to that commission for lists and suggestions, and for traveling libraries.

Librarians keep the ideal that through the children the next generation of readers will demand and use better books. As we said in the beginning, the ideal of the kindergartners is to develop a truer manhood and life on a higher plane through the proper directing of the child's activity. Not overcrowding, not overstimulating, but giving the best, can we not work together?

I TRY to fix my eyes upon a book;
But just outside a budding spray
Flaunts its new leaves, as if to say
"Look! look!"

I trim my pen, I make it fine and neat;
There comes a flutter of brown wings,
A little bird alights and sings
"Sweet! sweet!"

O little bird, oh! go away, be dumb,
For I must ponder certain lines;
And straight a nodding flower makes signs,
"Come! come!"

"O Spring, let me alone! O bird, bloom, beam,
I have no time to dream!" I cry;
The echo breathes a soft, long sigh,
"Dream! dream!"

—Selected.

A SONG FOR BABY.

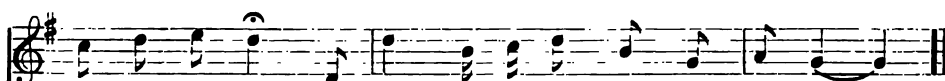
CAROLYN S. BAILEY.

JULIA A. HIDDEN.

Brightly.



1. There once was a far-mer who plant-ed the grain ; It grew in the sun-shine, it
2. There once was a mil - ler whose mill-wheel turned round By day and by night till the
3. There once was a ba - ker, all dust - y and white. Who kneaded the flour in - to
4. There once was a moth -er, "Come, dear - ie," she said, " For sup - per is read - y. and



drank up the rain. Sing ho ! for the wheat for my dear - ie. .
 wheat was all ground. Sing ho ! for the flour for my dear - ie. .
 dough sweet and light. Sing ho ! for the bread for my dear - ie. .
 oh ! such nice bread ! " Sing ho ! for the sup - per for dear - ie. .



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KINDERGARTEN REVIEW

A MAGAZINE DEVOTED TO THE KINDERGARTEN CAUSE.

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST.

PRICE, ONE DOLLAR A YEAR.

FOREIGN POSTAGE 4 CENTS A MONTH.

SPRINGFIELD, MASS., JUNE, 1904.

Subscriptions, advertisements, MSS., books for review, and all communications should be addressed to the

PUBLISHERS, { MILTON BRADLEY CO.,
SPRINGFIELD, MASS.

Stamps should be enclosed with all MSS. to insure return if not found available for KINDERGARTEN REVIEW.

Entered at the Post Office, Springfield, Mass., as second-class matter.

THE publishers regret the loss of the Misses Poulsson from the editorial management of KINDERGARTEN REVIEW. During their seven years of service they have raised the standard of the REVIEW to a high plane and their work has attracted attention from far and near. The kindergarten cause owes much to their acknowledged ability and untiring industry, not only in editorial labors, but also in many other branches of the work.

In spite of the necessary withdrawal of the Misses Poulsson the publishers have decided to continue the publication, and will strive to make it as helpful and useful as heretofore. Their plans for the coming year include much that will be of value to the individual mother and teacher.

The assistance of all friends of the cause is earnestly solicited. Contributions, in prose or verse, reports of meetings, class and social gatherings, and especially items of personal or general news will be thankfully received.

The advertising columns will be of value to the training classes and normal schools, and to all those who wish to bring their productions to the attention of an intelligent and wide-awake class of readers.

All communications, whether on editorial or business matters, should be addressed to the publishers,

MILTON BRADLEY CO.,

Kg. R. Dept., Springfield, Mass.

Private letters to the Misses Poulsson if sent to Leicester, Mass., will be forwarded; or, they may be addressed, until August, care of American Express Co., 3 Waterloo Place, London, Eng., and after August, care American Express Co., Christiania, Norway.

RECENT LITERATURE

BOOK REVIEWS.

Some Silent Teachers. By Elizabeth Harrison. Springfield of the Chicago Kindergarten College. The Sigma Publishing Co., 10 Van Buren street, Chicago, Ill.

The interpretation of some factors of our environment and their influence upon us, this is what Miss Harrison offers in the book aptly entitled *Some Silent Teachers*. The four chapters are entitled *Our Shop Windows*, *Dumb Stone and Marble*, *The Influence of Color*, and *Great Literature*.

All the chapters are full of striking interpretations, thoughtful deductions, and character lessons; but the first chapter is particularly fresh and original. With Miss Harrison as *cicerone*, looking in shop windows is no mere gratification of curiosity or idle enjoyment of novelty. It is a reviewing of man's conquest over matter, over time, over space; over the mightiest forces of the natural world, and over impaired bodily powers. It is a reading of whole chapters on the relation of man to man, on psychology, on art and industry; and lastly, it is the reading of a sermon on the discipline of the will and on the moral effect of choice.

This is a large claim, but pondering Miss Harrison's demonstration of how all these things are to be read in the shop windows, we can but feel that her insight is keen and true. The chapter is a valuable addition, as collateral reading, to Froebel's *Commentary on The Toyman*.

The chapter on *Dumb Stone and Marble* works out strikingly the theme that great architecture is the autobiography of great souls and that it tells us of the spirit of the age in which it was built as surely as do the laws or the literature of the same era. The aspiring yet democratic spirit of our day writes its record justifiably in the sky-scraper.

"It is not man's greed alone that has brought into existence our twenty-story buildings. They would have been morally as well as materially impossible in an earlier stage of the world's history. Their framework is pig-iron plus nineteenth century intelligence; and their covering of terra cotta is mud mixed with

and-behind security beams. But to think of a time that the best business board is, the best sanitary condition, the best electric appliances, and the best elevator service are now demanded by the world as well as by the few! And our great architects are the answer to that demand!" The message of the world, as the chapter has been called, "stands self-assertive, showing out our light and sunshine, arrogant, lean and hungry, oftentimes ugly and offensive to the sensitive eye,—and yet with a certain simple dignity and an unmistakable aspiration which demand our respect."

Blending naturally with Miss Harrison's third chapter is that beautiful and exciting idea of Dr. Haeussler, which she brings forward. Since the wonderful impressiveness and beauty of the electrical display at the Buffalo exposition, the embodiment of this idea seems appreciably nearer. "The only possible rival to sound as a vehicle for pure emotion," says Dr. Haeussler, "is color; but no method has yet been discovered of arranging color by itself for the eye, as a musician's art arranges sound for the ear." After describing the possibility of a color symphony against the dark sky of night, he says: "Why should we not go down to the palace of the people and assist at a color prelude or symphony, as we now go down to hear a work of Mozart or Mendelssohn?" And the chapter ends with Dr. Snider's prophecy: "The electric artist is the coming Michael Angelo."

The four world poets are interpreted in the closing chapter in a way to disclose to many who have not hitherto realized it, the wonderful spiritual environment afforded by great literature. "It is with such silent teachers as these that we may escape from mean and petty views and learn how great a thing it is to live!"

While not so specifically a book of child training as was the author's first book, *A Study of Child Nature*, this volume is meant to connect with that and also with a promised new book. The first deals with heredity; the present volume with environment, and the theme of the third is to be self-activity. Thus the three treat of subjects that belong to the foreground of pedagogical thought, and whether Miss Harrison points out the practical bearing on child-training or not,

she treats her subject in such a way that the reader will not miss the educational implications.

HANDWORK FOR KINDERGARTENS AND PRIMARY SCHOOLS. By Jane L. Hoxie. Illustrated by Leila M. Wilhelm. Milton Bradley Co., Springfield, Mass. \$0.50.

Miss Hoxie is well known to the readers of *KINDERGARTEN REVIEW* through her excellent contributions to its pages. The book now before us is the outcome of experimental work which has justified itself as offering opportunities for large, free muscular movements, for original invention, and for self-reliant activity. Except for a succinct paragraph or so, explaining the grounds for sanctioning the

innovations, the book is devoted to practical directions, descriptions and pictures relating to the exercises presented. Clearness, exactness, and practicality mark every page. The subjects of the five chapters are: *Domestic Activities*, *Wood Work*, *Raphia Winding*, *Drawing*, and *Blue Prints*. All these occupations have been tested and adopted in the kindergarten and primary departments of the Ethical Culture Schools, New York, and teachers interested should visit there, if possible, and see the children engaged in these activities. The new occupations are not, as we understand it, substitutes for Froebelian occupations, except where the latter require "close and intricate work." Miss Hoxie's point of view is well stated in her preface. Paper, illustrations and type are all excellent.

NATIONAL EDUCATIONAL ASSOCIATION TO BE HELD AT ST. LOUIS, JUNE 28-JULY 1.

DEPARTMENTS OF KINDERGARTEN AND ELEMENTARY EDUCATION.

Sessions in the Hall of Congresses.

TUESDAY, JUNE 28, 2.30 P. M.

Joint session of Kindergarten and Elementary departments.

Addresses of Welcome—Miss Mary C. McCulloch, supervisor of kindergartens, St. Louis, Mo.; Mrs. Fannie L. Lachmund, supervisor of Primary Instruction, St. Louis, Mo.

1. *The Relation of the Kindergarten and the Elementary School as shown in their Exhibits.*

a. *From the Kindergarten Standpoint*—Miss Patty S. Hill, principal of Kindergarten Training School, Louisville, Ky.

b. *From the Standpoint of the School*—Charles B. Gilbert, New York city.

Discussion—(Speaker to be announced.)

2. *The Kindergarten in Japan*—Miss Annie L. Howe (recently of Kobe, Japan).
3. *Elementary Education in France and Germany*—F. E. Farrington, profes-

sor of Pedagogy, University of California.

4. *The Kindergarten in the Southern States, in Mexico and in South America*—Miss Eveline A. Waldo, principal of St. Mary's Parish Kindergarten Training School, New Orleans, La.
5. Business—Appointment of committees.

DEPARTMENT OF KINDERGARTEN EDUCATION.

President,

Miss Jenny B. Merrill, New York, N. Y.

Vice-President,

Mrs. Margaret J. Stannard, Boston, Mass.

Secretary,

Mrs. O. S. Chittenden, Omaha, Neb.

FRIDAY, JULY 1, 2.30 P. M.

Greeting from the International Kindergarten Union—Miss Annie Laws, president of the International Kindergarten Union, Cincinnati, O.

1. *The Physical Care of the Kindergarten*

- ten Child*—Wm. H. Burnham, professor of Pedagogy, Clark University, Worcester, Mass.
2. *The Individual Child*—Miss Bertha Payne, head of the Kindergarten Department, School of Education, Chicago University.
 3. *What is Kindergarten Discipline?*—Miss Mina B. Colburn, principal of Kindergarten Training School, Cincinnati.
- Discussion—Miss Mary Jean Miller, Marshalltown, Iowa.
4. *The Value of Pet Animals in the Kindergarten*—Miss Anna E. Harvey, professor of Kindergarten Methods, Adelphi College, Brooklyn, N.Y.
 5. *Household Activities in their Relation to Child Nurture*—Miss Virginia E. Graeff, New York city.
- Discussion.

DEPARTMENT OF ELEMENTARY EDUCATION.

President,

Miss Ada Van Stone Harris, Rochester, N. Y.

Vice-President,

Calvin N. Kendall, Indianapolis, Ind.

Secretary,

Miss Emma G. Olmstead, Scranton, Pa.

THURSDAY, JUNE 30, 2.30 P. M.

1. *The Natural Activities of Children as Determining the Industries in Early Education*—Miss Katherine Dopp, instructor in Extension Division, University of Chicago, Chicago, Ill.
- Discussion—G. Stanley Hall, president of Clark University, Worcester, Mass.; Myron T. Scudder, principal of State Normal School, New Paltz, N. Y.
2. *Avenues of Language-Expression in the Elementary School*—Percival Chubb, director of English, Ethical Culture School, New York city; Miss Della Justine Long, student in Education, University of Chicago, Chicago, Ill.; F. W. Cooley, superintendent of schools, Evansville, Ind.

The Executive Committee of the National Educational Association makes the following announcement:—

The low rates granted by the railway lines of the United States and Canada to the Louisiana Purchase Exposition have rendered it impracticable to obtain the usual special N. E. A. convention rate or to provide for including the membership fee in the purchase price of the ticket, as

in former years. Such regular Exposition rates are therefore announced as are recommended to the teachers and others who desire to attend the meetings of the Convention and to avail themselves of the special admission concessions and reduced hotel rates secured for members of the N. E. A.

The plans for the Association cover at least twelve days' attendance at the Exposition (ten days exclusive of Sundays). The first five days will be devoted mainly to the general and department meetings, the programs of which are planned to bear upon the educational exhibits and their lessons, in order that the studies of the exhibits during the following days may be rendered most profitable. To this end all meetings will be held on the Exposition grounds, in close proximity to the exhibits, where leisure between the meetings may be profitably spent without loss of time or strength.

The second week will be devoted to the study of the educational and other exhibits, during which time especial attention will be given to N. E. A. members by those in charge of the exhibits aided by assistants who will be in attendance for that purpose.

For these reasons it is believed that all teachers will wish to spend at least ten days on the Exposition grounds.

It is therefore recommended that all desiring to attend the Convention purchase railway tickets which will allow at least twelve days (including Sundays) in St. Louis; this will be the fifteen day ticket as described below.

RATES AND TICKET LIMITS.

The New England Passenger Association, The Trunk Line Passenger Association, the Central Passenger Association, and the Southeastern Passenger Association—including all territory east of the Mississippi river as far north as St. Louis and east and south of a line drawn from St. Louis through Peoria to Chicago and the Great Lakes—have united in granting three classes of round trip tickets to St. Louis with rates as follows:—

- A. *Season tickets*—Rate 80% of double the one-way west bound fare.
- B. *Sixty day tickets*—Rate one and one third west-bound fare.
- C. *Fifteen day ticket*—Rate one west-bound fare plus \$2.00. It should be noted that the \$2.00 added to the one fare is not membership fee

and does not accrue to the Association.

Within the limit of approximately 250 miles of St. Louis, the one fare plus \$2.00 does not apply, but, instead, the 60-day ticket will be sold at one and one third fare for the round trip, which from most points will be less than one fare plus \$2.00.

The Western Passenger Association, including all lines north and west of Chicago, Peoria, St. Louis, and Kansas City, extending to Salt Lake City and Montana, has granted rates as follows:—

- A. *Season tickets*—80% of double the standard one-way fare for the round trip, minimum \$3.00.
- B. *Sixty day ticket*—One and one third standard fare for the round trip from points from which the standard one-way fare is more than \$3.75; from points within this limit 80% of double the standard one-way fare.
- C. *Ten day ticket*—(Will probably be extended to fifteen days.) One and one fifth standard fare for the round trip from points from which the standard one-way fare is \$8.00 or more. Within that limit the sixty day ticket should be purchased.

The Southwestern Excursion Bureau, including all lines in the territory south of St. Louis and Kansas City and west of the Mississippi, will doubtless follow the action of the Western Passenger Association, except that the ten (or fifteen) day ticket will be sold at one fare plus \$2.00 (not membership fee).

All special information desired as to rates recommended above, and possible changes therein, can best be obtained from the local railway ticket agents.

ACCOMMODATIONS.

GENERAL HEADQUARTERS.

The headquarters of the National Executive Committee, the Board of Trustees, and the Department Officers will be in the Missouri State Building, a section of which has been very generously tendered for that purpose by the Missouri State Commission.

STATE HEADQUARTERS.

The beautiful state buildings located on the Plaza of States will furnish ideal state headquarters. The social evenings at these state buildings promise to be a

distinguishing feature throughout the Exposition.

HEADQUARTERS HOTEL.

Special attention is called to the headquarters hotel, the Inside Inn, the only hotel located within the Exposition grounds.

Through the aid of the Exposition authorities the Executive Committee has been able to secure a contract with this hotel for the reservation of 1,500 rooms until May 15, at a reduction to N. E. A. members ranging from 50 cents to \$1.00 per day, on the American plan, for each person for the time during and following the Convention.

Since all Convention meetings are to be held on the Exposition grounds, the advantages of a hotel within the grounds, adjacent to the various state buildings, are self-evident.

ADVANCE ASSIGNMENT TO LODGINGS.

Hotels which are conveniently located with reference to the Exposition grounds have been selected after careful inspection by the Local Executive Committee as comfortable and reliable.

The special rates announced in connection with each have been obtained in consideration of the large number of N. E. A. members to be entertained, and of the fact that they will remain for a longer time than most transient guests. These rates will be granted to members only who present the N. E. A. membership certificate at the time of settlement of bill. If such certificate is not presented the regular rates will be charged.

HEADQUARTERS OF LOCAL RECEPTION AND ASSIGNMENT COMMITTEES.

There will be two headquarters for assignment of accommodations. For all those who find it most convenient to arrive in St. Louis at the Union Station, membership registration and assignment to accommodations will be made at the St. Louis Music Hall, corner of Fourteenth and Olive streets.

For those who can more conveniently reach the Exposition grounds at the Wabash World's Fair Depot or elsewhere, assignment will be made at the main Registration Headquarters in the Town Hall of the Model street, within the grounds, near the Main (Lindell avenue) entrance.

Anticipating the difficulty of securing good accommodations for teachers and in holding them if unassigned in compe-

tition with the demands of other World's Fair guests, it is urged as of the utmost importance that as many as possible secure assignments in advance by application, before June 1, earlier if possible, to W. A. Carpenter, Secretary Local Committee, N. E. A., Board of Education Rooms, 9th and Locust streets.

Applicants for rooms are invited to indicate choice of location if they so desire. They should state specifically number and sex of party, grouping of same, character of accommodations desired, and price they are willing to pay. It should not be expected that such rooms in private families as the Local Committee desire to recommend can be secured for less than from 75 cents to \$1.00 (and in some cases possibly more) for each of two persons in a room, with extra charge for meals if desired. It is probable that the most expensive rooms will prove to be the most satisfactory.

The Local Committee will, however, spare no pains to secure the lowest possible rate with such special concessions as may be made to N. E. A. members, and will assign the most desirable rooms to the earliest applicants. It is again urged that entertainment be secured in advance and as early as possible.

SPECIAL CONCESSIONS ON ADMISSIONS.

In order to aid the plans of the Association and to facilitate the studies of the exhibits to follow the Convention meetings, the Exposition authorities have granted to enrolled members of the N. E. A. such concessions on admission tickets that the membership fee of \$2.00 and an admission coupon ticket providing for ten admissions, to be used within fifteen days of stamp on same, may be sold together for \$5.00—the regular price of the admissions alone.

Since the main Bureau of Registration will be located within the grounds at the Model Town Hall, it is further provided that these special admission coupons may be sold in advance with the N. E. A. membership certificate through

the office of the Secretary of the Association—or such representatives as he may appoint.

It is provided that the first admission coupon (but no others) will be good for admission without signature or date stamp, in order to relieve the holder of an advance coupon ticket from the necessity for paying full fare for the first admission. The ticket should then be presented at the Registration Bureau with the corresponding membership certificate that it may be signed and dated before the second coupon is used. This is important, since the gate keepers will be instructed to take up any ticket presented the second time without date stamp and signature.

These admission coupons may be secured in advance at any time after April 25 until June 20 by remitting to Irwin Shepard, Secretary N. E. A., Winona, Minn., five dollars (\$5.00) by Draft, Express or Postal Money Order, for which an N. E. A. membership certificate for the St. Louis meeting (\$2.00) and a ten-admission coupon ticket (\$3.00) will be sent in return.

These special N. E. A. ten-coupon admission tickets are non-transferable, but if the advance purchaser is unable through sickness to attend the Convention, it may be returned, with a physician's certificate of disability, to Secretary Shepard any time before July 1, and its full value of \$3.00 will be refunded. On or after June 25, but not later than June 30, these ten admission tickets may be purchased at the time of membership registration in St. Louis.

Any holder of an N. E. A. membership certificate (St. Louis meeting) either active or associate, on which an N. E. A. admission coupon ticket has not been issued, may purchase the same for \$3.00 on application and presentation of the membership certificate at the Registration Bureau in St. Louis; but in no case may two admission coupon tickets be issued on one membership certificate.

IN MEMORIAM.

Margaret Thornburg McPherson was born in Georgetown, D. C., and, as her mother died shortly after, the infant was intrusted to the care of an aunt in Baltimore; thus, from her earliest years, Baltimore and its interests were as dear to her as those of Georgetown.

Through her mother she was related to the oldest of Maryland's most refined and cultivated families. Her father was a lawyer of standing in Washington, a man of noble nature and wide influence.

Surrounded by all that love could supply, augmented by all the comforts and many of the luxuries of life, the condition of those less favored always appealed strongly to her. She had the genius for humanity strongly implanted, but with it a saving sense of humor, which always kept her from sentimentality and extravagance.

Her first work, outside of her own family, was in St. Paul's Orphanage, Baltimore, where her bright young spirit brought hope into the lives of many girls who to-day are glad to speak of her loving ministry to them.

She next worked among the colored orphans of St. Mary's Asylum, and many were the deeds of kindness wrought by her, and many were the changes brought about in the condition of the helpless, abandoned children who were sheltered there.

Thus gradually grew up in her the ideal of service, as the highest expression of human life, and it was understood amongst her friends that when her loving ministry to her aged aunt should cease, this ideal would lead her into wider fields of usefulness.

Her mission in Baltimore closed with the death of her aunt, and she returned to Georgetown.

Here she was attracted to the study of the kindergarten, and found in it that which she had been seeking. Blessed is the one who has found her vocation and has the consecration necessary to fulfill its demands! She gave herself up to study and work, and for two years conducted the kindergarten in St. John's church, Georgetown, amongst the poorest children. She proved herself equal to the demands of this exacting work, and was an inspiration to those associated with her.

Then she felt the need of further study, and a deeper insight into the work which was undertaken with such conscious purpose; this brought her back to Baltimore in 1893, when the Training School of the Baltimore Kindergarten Association was organized, under the directorship of Miss Caroline M. C. Hart.

Miss McPherson was one of the first students to register. "I have come," she said, "to master my profession, for this is my life work." From this time until 1902, her story is closely interwoven with the fortunes of Training School. She filled successively the positions of student, director of the Practice Kindergarten and member of the faculty in the Training School; she was also instrumental in organizing the Alumnae Association, and was one of its officers.

Miss McPherson's personality made itself strongly felt in the school even in her student days, for she had the power in an unusual degree of expressing thought in adequate deeds. Each upward step in her profession was consciously realized by her as the means for widening and extending the influence she felt to be a sacred trust.

Who can estimate the value of these years of faithful service? To the student she became the incarnation of the truths they were striving to master, and lives were turned from fruitless endeavor into purposeful activity, by the quiet force of her works.

To us it seems that she was just entering into her highest usefulness, but by her Maker she was deemed worthy of rest.

BALTIMORE ALUMNAE ASSOCIATION.

Miss McPherson came to Pratt Institute as one of the instructors in the Kindergarten Department in the fall of 1903, and remained until the time of her death, March 2, 1904. Though here for so short a time her influence was widely felt. As an instructor she came into close sympathy with the students, was sympathetic, loving, just and helpful—an inspiration to nobler living. She was a training teacher in the best sense of the word, bringing to her work a strong, sweet, wholesome influence which helped all who knew her.

We who worked with her appreciate

her keen discrimination and sound judgment on all questions; her simplicity and directness in dealing with people.

When all life work is done the achievement in character stands out clearly. Her life was an example of simple living, high thinking and noble doing.

"Not all regret; the face will shine
Upon me, while I muse alone;
And that dear voice I once have known,
Still speak to me of me and mine."

PRATT INSTITUTE.

DEPARTMENT OF KINDERGARTENS.

ITEMS OF NEWS.

During July and August, Miss Anna H. Littell, supervisor of kindergartens of the Dayton (O.) public schools, will, as formerly, be one of the instructors of the summer term of the Grand Rapids (Mich.) Kindergarten Training School. Mrs. Elizabeth S. Slaght, graduate of Pratt Institute, will conduct a course in Industrial Arts, Miss H. Antoinette Lothrop a course in Primary Methods, and Mrs. Leila Cutler Larabee classes in Illustrative Blackboard Drawing. Classes in physical culture will be held at the Young Woman's Christian Association under the direction of Miss Mary Robinson.

The Association of Kindergartners, New Haven, Ct., held a Song and Game Festival on the afternoon of Froebel's birthday. Forty kindergartners and twenty young ladies from Mrs. A. H. Graves's Kindergarten Training School joined in the march, songs and games. A most delightful feature of the afternoon was a Maypole dance, given by the young ladies of the training school, and led by Miss Emily M. Sunderland, their training teacher. The superintendent of schools and the supervising principals of the various school districts were among the invited guests. A social hour followed the games.

The Brooklyn Kindergarten Union met at Pratt Institute, April 13. Resolutions were passed on the death of two of its valued members, Mrs. Lillian C. Williamson and Miss Margaret T. McPherson. The evening was given to a Round Table, conducted by Miss Fannie-belle Curtis. *The Kindergartner*, Miss Curtis; *The Kindergartner and Her School Environment*, Miss Story and others; *The Kindergartner as a Program Maker*, Miss Ashbrook and others; *The Kindergartner as a Disciplinarian*; (a) *A Well Controlled Kindergarten*; (b)

Methods of Control, Miss Bliven and others; *The Kindergarten in Relation to New Phases of Kindergarten Work—Kindergarten Fads*, Miss Packard, Miss Leavenworth and others.

The King's Daughters' Free Kindergarten of Wheeling, W. Va., instituted at the Day Nursery a year ago, is rejoicing in the possession of a beautiful new room well adapted and equipped for its work. Forty children were in attendance during the opening week, and the prospect for an increased attendance is favorable. Under the direction of the kindergarten board, of which Mrs. Jacob Brettingham is president, mothers' meetings have been arranged which will prove a radiating center of widespread influence in the community.

In order to meet the needs of many students who are unable to be present during the entire six weeks of the Summer School at the New York University, kindergarten methods will be presented by Mrs. Maria Kraus-Boelté in two courses, each meeting two hours a day for three weeks. The first course, commencing July 6 and ending July 27, will include subjects concerning the field of the usual kindergarten training. The kindergarten Gifts, Occupations, games, songs, marches, stories, garden work, sand table, etc., will be viewed somewhat in detail, with practical illustrations. The second course, commencing July 28 and continuing until August 16, will give a more general treatment of kindergarten subjects, including Froebel's *Pedagogics*; *Mother Play*; some *History of Education* lectures; the social, ethical and religious training of children; self-activity; the psychological and physiological basis of Froebel's education; the *Education of Man*, etc. Students of the first course will find it advantageous to provide themselves with a set of kindergarten

materials, both Gifts and Occupations. Froebel's *Mother Play Book* and *Education of Man* are recommended to students of the second course. Both courses will include practical exercises of rhythm, songs and games. The university gymnasium will be open for students of the kindergarten courses daily until 1 p. m. The work of each course is complete in itself, so that either may be taken alone, but university credit is given only in case both courses are completed. Students taking one course will be charged the fee for a one hour course (\$15.00). Students taking both courses will be charged the usual tuition fee (\$25.00), which fee admits to all courses the student may elect, subject to the approval of the faculty.

Two years ago Miss May C. Richards of Geneva, N. Y., attended the I. K. U. in Boston as a delegate of the Washington (D. C.) Kindergarten Club. This spring Miss Richards formed an association of the Geneva public school kindergarten teachers under Superintendent Truesdell, and ten of the eleven kindergartners were represented at Rochester.

The birthday of Friedrich Froebel was the occasion, April 21, of a gathering of parents and some other invited guests at the kindergarten room of the public school at Montpelier, Vt. Misses Beckwith, Hadley and Blackwell received the guests, to each of whom was given a tiny badge in the form of a medallion bearing the portrait of the great educator, the children's friend. These were made by the children, as were also the red, white and black paper chains forming a background for the large picture of Froebel which occupied a prominent place in the room. There were other decorations, among which were bouquets of red and white carnations. As the children were not to attend the evening meeting they had held their celebration in the morning, in which they were joined by the class of 1903, now first grade pupils. In lieu of a birthday cake a Jack Horner "pie" was provided, from which each drew a "plum"; and there were other appropriate exercises. The relation between the first grade in charge of Miss Emma Foster and the kindergarten has been very close. The graduates have several times come back to the old room for treats, and in honor of Froebel's birthday presented Miss Beckwith with a beautiful rose, which was bought with their pennies and kept as a surprise until

the party. At the evening gathering Mr. E. M. Goddard of the school board spoke a few words of welcome and gave a brief sketch of Froebel's life and work. This was followed by a trip abroad with Mr. F. E. Parrott, through the medium of stereopticon views. Scenes from some of the world's principal cities, including a number in Germany, the birthplace of Froebel, were presented, very pleasantly occupying a portion of the evening. A piano solo by Professor Hathaway of the seminary, which was greatly enjoyed, closed the entertainment, after which the visitors were invited to inspect some of the children's work. Meantime refreshments were served. The evening was pleasantly informal and happily carried out by those in charge of the kindergarten and those who assisted.

Miss Emma Parrett of Washington Court House, Ohio, opened a private kindergarten at Wilmington, O., last November. Miss Parrett has twelve pupils and the work is progressing.

At the April meeting of the Kraus Alumni Kindergarten Association, which was held at The Tuxedo, New York city, on April 9, Mrs. Robert H. Neidé gave a lecture on *Birds*. The meeting was well attended and the lecture extremely interesting and helpful.

Miss Cynthia Dozier has resigned her position as superintendent of the New York Kindergarten Association.

A training school for kindergartners will be opened in Philadelphia, October 4, under the direction of Miss Caroline M. C. Hart, formerly director of Baltimore Training School, assisted by a full and able staff of instructors.

A "FROEBEL FESTIVAL" AT HELENA, MONT.

The birthday of Froebel was celebrated at the Auditorium, April 21, and the exercises, in which members of the kindergarten council and over 200 kindergarten pupils participated, were both interesting and instructive; interesting as showing the remarkable development of the little folk and instructive as showing the progress which can be made in all lines of school work through organized effort. The exercises were largely attended, a feature of the attendance being the large number of business and professional men present.

The decorations were in exceptionally good taste and were very elaborate. The

national colors were everywhere in evidence as were the German or kindergarten colors, red, white and black. Evergreens and potted plants were used in profusion, while very pretty designs had been worked on the floor in red paper. The furniture used by the children in their exercises was in rattan, and a large picture of Froebel was on the stage.

Printed programs had been provided for the occasion, on the outside of which were the words: "Helena Kindergarten Council, Froebel Festival," together with the date. On the first page were some "Words of the Masters," consisting of quotations from Froebel and others. A list of books for mothers was given further on in the program. On the last page were the names of the officers and members of the council and the kindergartens represented. The remainder of the space was taken up with the program itself, which was in two parts. Part I was devoted to papers by members of the kindergarten council as follows:—

PART I.

Invocation,

REV. J. A. BARNES.

Music, Violin Solo,

MISS FLORENCE GAGE.

President's Address.

Froebel and His Work,

MISS GENEVIEVE E. BOAG.

The Kindergarten and Soul Culture,

SUPT. RANDALL J. CONDON.

The Kindergarten: Its Influence on Home and Community,

MRS. E. STANTON HODGIN.

Festival March.

Hymn, *Childhood*,

By THE COUNCIL.

As the *Festival March* was played the advance guard of 225 children, representing seven kindergartens, appeared, the children having been assembled at the high school building. At the head of the column and in front of each division marched a standard bearer carrying the stars and stripes, above which streamed a big white banner with the name of the school worked out in red letters. The color bearer was immediately followed by the kindergartner, after which came the children, marching by twos. The children were greeted with loud applause as they marched and countermarched, executing a number of intricate figures.

Each child wore a badge, the lower

portion of which was made of the national colors. In the center was a half tone picture of Froebel, while the badge was surmounted by a large rosette made of the kindergarten colors.

After the children had taken their seats on the floor in two large circles, the members of the Kindergarten Council sang the hymn, *Childhood*.

Part II was devoted to the exercises of the children as follows:—

PART II.

REPRESENTATION GAMES.

Skipping.

EMERSON KINDERGARTEN.

(a) The Bird's Nest.

(b) Minuet.

TRAINING SCHOOL KINDERGARTEN.

(a) Puss in the Corner,

(b) Musical Chairs,

BRYANT KINDERGARTEN.

Sense Training,

JEFFERSON KINDERGARTEN.

Song, *Jackie Frost*,

TEACHERS AND CHILDREN.

The Sandman,

ST. PETER'S KINDERGARTEN.

The Windmill,

HAWTHORNE KINDERGARTEN.

Transformation,

BROADWATER KINDERGARTEN.

(a) Fairies,

(b) Soldier Boy,

TRAINING SCHOOL KINDERGARTEN.

Song, *Gypsy Dandelion*,

TEACHERS AND CHILDREN.

Musical Interpretation,

EMERSON KINDERGARTEN.

Original Skipping,

BRYANT KINDERGARTEN.

Rhythm,

BROADWATER KINDERGARTEN.

The Bell Ringer,

HAWTHORNE KINDERGARTEN.

Salute to the Flag.

America.

The children's salute to the flag was one of the most interesting features of the afternoon. The kindergartners and children, at a signal, took positions along lines indicated on the floor, forming a five-point living star. Superintendent Condon said "Salute," at which the right hands of the 225 children came forward, and in unison they repeated the pledge to the flag:—

"I pledge allegiance to my flag and to the republic for which it stands—one

nation indivisible, with liberty and justice for all."

The children and spectators then joined in singing the first verse of *America*, which concluded the exercises.

GROWTH OF THE KINDERGARTEN IN SCRANTON, PA.

The coal mining and attendant industries of Scranton have attracted to it a large foreign population composed of Hungarians, Poles, Italians, Russians, Welsh and Germans. The children of these people offer a promising field for the free kindergarten and the inception of the movement in this city was made in 1893 in the organization of a Free Kindergarten Association by those whose wealth had been largely derived from the coal mines and who were among the first to appreciate the pressing need of some civilizing influence to be exerted upon these little foreigners. A large free kindergarten was organized with Miss Mary Salisbury of Brooklyn as director. After two years and a half, and the establishment of several other free kindergartens, she was succeeded by Miss Katherine Clark (now Mrs. W. S. Cooper of Providence, R. I.) and she in turn by Miss S. W. Underwood, a graduate of the Lucy Wheelock Training School, who has remained ever since and is now completing her seventh year as supervisor. The need of assistants had led to the training of a few young women by Miss Salisbury, and this was continued under Miss Clark's direction. Unwilling to carry it under existing conditions which they considered it impossible to change, Miss Underwood persuaded the Free Kindergarten Association, upon her advent, to abandon for the time being the work of training and concentrate effort upon the improvement of those kindergartens already established and the creation of a demand for kindergartens in the public school system. The School Board, at first very skeptical as to this new play school which they regarded as nursery work, were nevertheless induced to try the experiment of one public kindergarten, and in 1898 made an appropriation of \$1,000 for that purpose. This was increased to \$2,000 the next year, to \$4,000 the next, and so on, as confidence in it has increased, until this year (1904) when \$15,000 was set apart for kindergarten purposes.

In the meantime the Free Kindergar-

ten Association, having passed over its work and its supervisor to the School Board, ceased to exist as an active body, and constituted itself an Advisory Council subject to the call of the supervisor in need. From time to time in seasons of peace it has manifested its continued interest in gifts of pictures to the different kindergartens, in donations of bulbs in winter and seeds in the spring for kindergarten gardens, also in pecuniary assistance when kindergarten lecturers from out of town were desired, and in many other thoughtful and delightful ways.

As the number of kindergartens increased, the supply of local kindergartners became exhausted, and, as a strong and deeply rooted prejudice existed in the minds of the twenty-one men composing the School Board for the employment of home talent, great pressure was brought to bear upon the supervisor to establish a course of kindergarten training in connection with the regular normal department of the city schools. At the suggestion of City Supt. George W. Phillips it was decided to choose from the recent graduates of the high and normal schools

How's This?

We offer One Hundred Dollars Reward for any case of Catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENEY & CO., Toledo, O.

We, the undersigned, have known F. J. Cheney for the last 15 years, and believe him perfectly honorable in all business transactions, and financially able to carry out any obligations made by his firm.

WALDING, KINNAN & MARVIN,

Wholesale Druggists, Toledo, O.

Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system. Testimonials free. Price 75c. per bottle. Sold by all Druggists.

Take Hall's Family Pills for constipation.

Kindergartners who are willing to change their location for a better salary and advanced positions, should address Mr. Orville Brewer, Teachers' Coöperative Association, 100 Auditorium Building, Chicago. Mr. Brewer has frequently been called upon to fill such positions as principal or assistant in the public kindergartens of Milwaukee, Cincinnati, Covington, and other large cities, as well as private kindergartens. He prefers those with large experience, but often has positions for beginners who have had a thorough preparation.

RECENT LITERATURE.

BOOK REVIEWS.

SOME SILENT TEACHERS. By Elizabeth Harrison, co-principal of the Chicago Kindergarten College. The Sigma Publishing Co., 10 Van Buren street, Chicago, Ill.

The interpretation of some factors of our environment, and their influence upon us,—this is what Miss Harrison offers in the book aptly entitled *Some Silent Teachers*. The four chapters are entitled *Our Shop Windows*, *Dumb Stone and Marble*, *The Influence of Color*, and *Great Literature*.

All the chapters are full of striking interpretations, thoughtful deductions, and character lessons; but the first chapter is particularly fresh and original. With Miss Harrison as *cicerone*, looking in shop windows is no mere gratification of curiosity or idle enjoyment of novelty. It is a reviewing of man's conquest over matter, over time, over space; over the mightiest forces of the natural world, and over impaired bodily powers. It is a reading of whole chapters on the relationship of man to man, on psychology, on art and industry; and lastly, it is the reading of a sermon on the discipline of the will and on the moral effect of choice.

This is a large claim, but pondering Miss Harrison's demonstration of how all these things are to be read in the shop windows, we can but feel that her insight is keen and true. The chapter is a valuable addition, as collateral reading, to Froebel's *Commentary on The Toyman*.

The chapter on *Dumb Stone and Marble* works out strikingly the theme that great architecture is the autobiography of great souls and that it tells us of the spirit of the age in which it was built as surely as do the laws or the literature of the same era. The aspiring yet democratic spirit of our day writes its record justifiably in the sky-scraper.

"It is not man's greed alone that has brought into existence our twenty-story buildings. They would have been morally as well as materially impossible in an earlier stage of the world's history. Their framework is pig-iron plus nineteenth century intelligence; and their covering of terra cotta is mud mixed with

nineteenth century brains. But is it not also true that the best business locations, the best sanitary conditions, the best electric appliances, and the best elevator services are now demanded by the multitude as well as by the few? And our giant sky-scrapers are the answer to that demand." The "statue of the crowd," as the sky-scraper has been called, "stands self-assertive, shutting out our light and sunshine, arrogant, lean and hungry, oftentimes ugly and offensive to the artistic eye,—and yet with a certain simple dignity and an unmistakable aspiration which demand our respect."

Blending naturally with Miss Harrison's third chapter is that beautiful and exciting idea of Dr. Haweis's, which she brings forward. Since the wonderful impressiveness and beauty of the electrical display at the Buffalo exposition, the embodiment of this idea seems appreciably nearer. "The only possible rival to sound as a vehicle for pure emotion," says Dr. Haweis, "is color; but no method has yet been discovered of arranging color by itself for the eye, as a musician's art arranges sound for the ear." After describing the possibility of a color symphony against the dark sky of night, he says: "Why should we not go down to the palace of the people and assist at a color prelude or symphony, as we now go down to hear a work of Mozart or Mendelssohn?" And the chapter ends with Dr. Snider's prophecy: "The electric artist is the coming Michael Angelo."

The four world poets are interpreted in the closing chapter in a way to disclose to many who have not hitherto realized it, the wonderful spiritual environment afforded by great literature. "It is with such silent teachers as these that we may escape from mean and petty views and learn how great a thing it is to live!"

While not so specifically a book of child training as was the author's first book, *A Study of Child Nature*, this volume is meant to connect with that and also with a promised new book. The first deals with heredity; the present volume with environment, and the theme of the third is to be self-activity. Thus the three treat of subjects that belong to the foreground of pedagogical thought, and whether Miss Harrison points out the practical bearing on child-training or not,

she treats her subject in such a way that the reader will not miss the educational implications.

HANDWORK FOR KINDERGARTENS AND PRIMARY SCHOOLS. By Jane L. Hoxie. Illustrated by Leila M. Wilhelm. Milton Bradley Co., Springfield, Mass. \$0.50.

Miss Hoxie is well known to the readers of KINDERGARTEN REVIEW through her excellent contributions to its pages. The book now before us is the outcome of experimental work which has justified itself as offering opportunities for large, free muscular movements, for original invention, and for self-reliant activity. Except for a succinct paragraph or so, explaining the grounds for sanctioning the

innovations, the book is devoted to practical directions, descriptions and pictures relating to the exercises presented. Clearness, exactness, and practicality mark every page. The subjects of the five chapters are: *Domestic Activities*, *Wood Work*, *Raphia Winding*, *Drawing*, and *Blue Prints*. All these occupations have been tested and adopted in the kindergarten and primary departments of the Ethical Culture Schools, New York, and teachers interested should visit there, if possible, and see the children engaged in these activities. The new occupations are not, as we understand it, substitutes for Froebelian occupations, except where the latter require "close and intricate work." Miss Hoxie's point of view is well stated in her preface. Paper, illustrations and type are all excellent.

NATIONAL EDUCATIONAL ASSOCIATION TO BE HELD AT ST. LOUIS, JUNE 28-JULY 1.

DEPARTMENTS OF KINDERGARTEN AND ELEMENTARY EDUCATION.

Sessions in the Hall of Congresses.

TUESDAY, JUNE 28, 2.30 P. M.

Joint session of Kindergarten and Elementary departments.

Addresses of Welcome—Miss Mary C. McCulloch, supervisor of kindergartens, St. Louis, Mo.; Mrs. Fannie L. Lachmund, supervisor of Primary Instruction, St. Louis, Mo.

1. *The Relation of the Kindergarten and the Elementary School as shown in their Exhibits.*

a. *From the Kindergarten Standpoint*—Miss Patty S. Hill, principal of Kindergarten Training School, Louisville, Ky.

b. *From the Standpoint of the School*—Charles B. Gilbert, New York city.

Discussion—(Speaker to be announced.)

2. *The Kindergarten in Japan*—Miss Annie L. Howe (recently of Kobe, Japan).
3. *Elementary Education in France and Germany*—F. E. Farrington, profes-

sor of Pedagogy, University of California.

4. *The Kindergarten in the Southern States, in Mexico and in South America*—Miss Eveline A. Waldo, principal of St. Mary's Parish Kindergarten Training School, New Orleans, La.

5. Business—Appointment of committees.

DEPARTMENT OF KINDERGARTEN EDUCATION.

President,

Miss Jenny B. Merrill, New York, N. Y.

Vice-President,

Mrs. Margaret J. Stannard, Boston, Mass.

Secretary,

Mrs. O. S. Chittenden, Omaha, Neb.

FRIDAY, JULY 1, 2.30 P. M.

Greeting from the International Kindergarten Union—Miss Annie Laws, president of the International Kindergarten Union, Cincinnati, O.

1. *The Physical Care of the Kindergarten*

- ten Child*—Wm. H. Burnham, professor of Pedagogy, Clark University, Worcester, Mass.
2. *The Individual Child*—Miss Bertha Payne, head of the Kindergarten Department, School of Education, Chicago University.
 3. *What is Kindergarten Discipline?*—Miss Mina B. Colburn, principal of Kindergarten Training School, Cincinnati.
- Discussion—Miss Mary Jean Miller, Marshalltown, Iowa.
4. *The Value of Pet Animals in the Kindergarten*—Miss Anna E. Harvey, professor of Kindergarten Methods, Adelphi College, Brooklyn, N. Y.
 5. *Household Activities in their Relation to Child Nurture*—Miss Virginia E. Graeff, New York city.
- Discussion.

DEPARTMENT OF ELEMENTARY EDUCATION.

President,

Miss Ada Van Stone Harris, Rochester, N. Y.

Vice-President,

Calvin N. Kendall, Indianapolis, Ind.

Secretary,

Miss Emma G. Olmstead, Scranton, Pa.

THURSDAY, JUNE 30, 2.30 P. M.

1. *The Natural Activities of Children as Determining the Industries in Early Education*—Miss Katherine Dopp, instructor in Extension Division, University of Chicago, Chicago, Ill.
- Discussion—G. Stanley Hall, president of Clark University, Worcester, Mass.; Myron T. Scudder, principal of State Normal School, New Paltz, N. Y.
2. *Avenues of Language-Expression in the Elementary School*—Percival Chubb, director of English, Ethical Culture School, New York city; Miss Della Justine Long, student in Education, University of Chicago, Chicago, Ill.; F. W. Cooley, superintendent of schools, Evansville, Ind.

The Executive Committee of the National Educational Association makes the following announcement:—

The low rates granted by the railway lines of the United States and Canada to the Louisiana Purchase Exposition have rendered it impracticable to obtain the usual special N. E. A. convention rate or to provide for including the membership fee in the purchase price of the ticket, as

in former years. Such regular Exposition rates are therefore announced as are recommended to the teachers and others who desire to attend the meetings of the Convention and to avail themselves of the special admission concessions and reduced hotel rates secured for members of the N. E. A.

The plans for the Association cover at least twelve days' attendance at the Exposition (ten days exclusive of Sundays). The first five days will be devoted mainly to the general and department meetings, the programs of which are planned to bear upon the educational exhibits and their lessons, in order that the studies of the exhibits during the following days may be rendered most profitable. To this end all meetings will be held on the Exposition grounds, in close proximity to the exhibits, where leisure between the meetings may be profitably spent without loss of time or strength.

The second week will be devoted to the study of the educational and other exhibits, during which time especial attention will be given to N. E. A. members by those in charge of the exhibits aided by assistants who will be in attendance for that purpose.

For these reasons it is believed that all teachers will wish to spend at least ten days on the Exposition grounds.

It is therefore recommended that all desiring to attend the Convention purchase railway tickets which will allow at least twelve days (including Sundays) in St. Louis; this will be the fifteen day ticket as described below.

RATES AND TICKET LIMITS.

The New England Passenger Association, The Trunk Line Passenger Association, the Central Passenger Association, and the Southeastern Passenger Association—including all territory east of the Mississippi river as far north as St. Louis and east and south of a line drawn from St. Louis through Peoria to Chicago and the Great Lakes—have united in granting three classes of round trip tickets to St. Louis with rates as follows:—

- A. *Season tickets*—Rate 80% of double the one-way west bound fare.
- B. *Sixty day tickets*—Rate one and one third west-bound fare.
- C. *Fifteen day ticket*—Rate one west-bound fare plus \$2.00. It should be noted that the \$2.00 added to the one fare is *not* membership fee

and does not accrue to the Association.

Within the limit of approximately 250 miles of St. Louis, the one fare plus \$2.00 does not apply, but, instead, the 60-day ticket will be sold at one and one third fare for the round trip, which from most points will be less than one fare plus \$2.00.

The Western Passenger Association, including all lines north and west of Chicago, Peoria, St. Louis, and Kansas City, extending to Salt Lake City and Montana, has granted rates as follows:—

- A. *Season tickets*—80% of double the standard one-way fare for the round trip, minimum \$3.00.
- B. *Sixty day ticket*—One and one third standard fare for the round trip from points from which the standard one-way fare is more than \$3.75; from points within this limit 80% of double the standard one-way fare.
- C. *Ten day ticket*—(Will probably be extended to fifteen days.) One and one fifth standard fare for the round trip from points from which the standard one-way fare is \$8.00 or more. Within that limit the sixty day ticket should be purchased.

The Southwestern Excursion Bureau, including all lines in the territory south of St. Louis and Kansas City and west of the Mississippi, will doubtless follow the action of the Western Passenger Association, except that the ten (or fifteen) day ticket will be sold at one fare plus \$2.00 (not membership fee).

All special information desired as to rates recommended above, and possible changes therein, can best be obtained from the local railway ticket agents.

ACCOMMODATIONS.

GENERAL HEADQUARTERS.

The headquarters of the National Executive Committee, the Board of Trustees, and the Department Officers will be in the Missouri State Building, a section of which has been very generously tendered for that purpose by the Missouri State Commission.

STATE HEADQUARTERS.

The beautiful state buildings located on the Plaza of States will furnish ideal state headquarters. The social evenings at these state buildings promise to be a

distinguishing feature throughout the Exposition.

HEADQUARTERS HOTEL.

Special attention is called to the headquarters hotel, the Inside Inn, the only hotel located within the Exposition grounds.

Through the aid of the Exposition authorities the Executive Committee has been able to secure a contract with this hotel for the reservation of 1,500 rooms until May 15, at a reduction to N. E. A. members ranging from 50 cents to \$1.00 per day, on the American plan, for each person for the time during and following the Convention.

Since all Convention meetings are to be held on the Exposition grounds, the advantages of a hotel within the grounds, adjacent to the various state buildings, are self-evident.

ADVANCE ASSIGNMENT TO LODGINGS.

Hotels which are conveniently located with reference to the Exposition grounds have been selected after careful inspection by the Local Executive Committee as comfortable and reliable.

The special rates announced in connection with each have been obtained in consideration of the large number of N. E. A. members to be entertained, and of the fact that they will remain for a longer time than most transient guests. These rates will be granted to members only who present the N. E. A. membership certificate at the time of settlement of bill. If such certificate is not presented the regular rates will be charged.

HEADQUARTERS OF LOCAL RECEPTION AND ASSIGNMENT COMMITTEES.

There will be two headquarters for assignment of accommodations. For all those who find it most convenient to arrive in St. Louis at the Union Station, membership registration and assignment to accommodations will be made at the St. Louis Music Hall, corner of Fourteenth and Olive streets.

For those who can more conveniently reach the Exposition grounds at the Wabash World's Fair Depot or elsewhere, assignment will be made at the main Registration Headquarters in the Town Hall of the Model street, within the grounds, near the Main (Lindell avenue) entrance.

Anticipating the difficulty of securing good accommodations for teachers and in holding them if unassigned in compe-

tition with the demands of other World's Fair guests, it is urged as of the utmost importance that as many as possible secure assignments in advance by application, before June 1, earlier if possible, to W. A. Carpenter, Secretary Local Committee, N. E. A., Board of Education Rooms, 9th and Locust streets.

Applicants for rooms are invited to indicate choice of location if they so desire. They should state specifically number and sex of party, grouping of same, character of accommodations desired, and price they are willing to pay. It should not be expected that such rooms in private families as the Local Committee desire to recommend can be secured for less than from 75 cents to \$1.00 (and in some cases possibly more) for each of two persons in a room, with extra charge for meals if desired. It is probable that the most expensive rooms will prove to be the most satisfactory.

The Local Committee will, however, spare no pains to secure the lowest possible rate with such special concessions as may be made to N. E. A. members, and will assign the most desirable rooms to the earliest applicants. It is again urged that entertainment be secured in advance and as early as possible.

SPECIAL CONCESSIONS ON ADMISSIONS.

In order to aid the plans of the Association and to facilitate the studies of the exhibits to follow the Convention meetings, the Exposition authorities have granted to enrolled members of the N. E. A. such concessions on admission tickets that the membership fee of \$2.00 and an admission coupon ticket providing for ten admissions, to be used within fifteen days of stamp on same, may be sold together for \$5.00—the regular price of the admissions alone.

Since the main Bureau of Registration will be located within the grounds at the Model Town Hall, it is further provided that these special admission coupons may be sold in advance with the N. E. A. membership certificate through

the office of the Secretary of the Association—or such representatives as he may appoint.

It is provided that the first admission coupon (but no others) will be good for admission without signature or date stamp, in order to relieve the holder of an advance coupon ticket from the necessity for paying full fare for the first admission. The ticket should then be presented at the Registration Bureau with the corresponding membership certificate that it may be signed and dated before the second coupon is used. This is important, since the gate keepers will be instructed to take up any ticket presented the second time without date stamp and signature.

These admission coupons may be secured in advance at any time after April 25 until June 20 by remitting to Irwin Shepard, Secretary N. E. A., Winona, Minn., five dollars (\$5.00) by Draft, Express or Postal Money Order, for which an N. E. A. membership certificate for the St. Louis meeting (\$2.00) and a ten-admission coupon ticket (\$3.00) will be sent in return.

These special N. E. A. ten-coupon admission tickets are non-transferable, but if the advance purchaser is unable through sickness to attend the Convention, it may be returned, with a physician's certificate of disability, to Secretary Shepard any time before July 1, and its full value of \$3.00 will be refunded. On or after June 25, but not later than June 30, these ten admission tickets may be purchased at the time of membership registration in St. Louis.

Any holder of an N. E. A. membership certificate (St. Louis meeting) either active or associate, on which an N. E. A. admission coupon ticket, has not been issued, may purchase the same for \$3.00 on application and presentation of the membership certificate at the Registration Bureau in St. Louis; but in no case may two admission coupon tickets be issued on one membership certificate.

IN MEMORIAM.

Margaret Thornburg McPherson was born in Georgetown, D. C., and, as her mother died shortly after, the infant was intrusted to the care of an aunt in Baltimore; thus, from her earliest years, Baltimore and its interests were as dear to her as those of Georgetown.

Through her mother she was related to the oldest of Maryland's most refined and cultivated families. Her father was a lawyer of standing in Washington, a man of noble nature and wide influence.

Surrounded by all that love could supply, augmented by all the comforts and many of the luxuries of life, the condition of those less favored always appealed strongly to her. She had the genius for humanity strongly implanted, but with it a saving sense of humor, which always kept her from sentimentality and extravagance.

Her first work, outside of her own family, was in St. Paul's Orphanage, Baltimore, where her bright young spirit brought hope into the lives of many girls who to-day are glad to speak of her loving ministry to them.

She next worked among the colored orphans of St. Mary's Asylum, and many were the deeds of kindness wrought by her, and many were the changes brought about in the condition of the helpless, abandoned children who were sheltered there.

Thus gradually grew up in her the ideal of service, as the highest expression of human life, and it was understood amongst her friends that when her loving ministry to her aged aunt should cease, this ideal would lead her into wider fields of usefulness.

Her mission in Baltimore closed with the death of her aunt, and she returned to Georgetown.

Here she was attracted to the study of the kindergarten, and found in it that which she had been seeking. Blessed is the one who has found her vocation and has the consecration necessary to fulfill its demands! She gave herself up to study and work, and for two years conducted the kindergarten in St. John's church, Georgetown, amongst the poorest children. She proved herself equal to the demands of this exacting work, and was an inspiration to those associated with her.

Then she felt the need of further study, and a deeper insight into the work which was undertaken with such conscious purpose; this brought her back to Baltimore in 1893, when the Training School of the Baltimore Kindergarten Association was organized, under the directorship of Miss Caroline M. C. Hart.

Miss McPherson was one of the first students to register. "I have come," she said, "to master my profession, for this is my life work." From this time until 1902, her story is closely interwoven with the fortunes of Training School. She filled successively the positions of student, director of the Practice Kindergarten and member of the faculty in the Training School; she was also instrumental in organizing the Alumnae Association, and was one of its officers.

Miss McPherson's personality made itself strongly felt in the school even in her student days, for she had the power in an unusual degree of expressing thought in adequate deeds. Each upward step in her profession was consciously realized by her as the means for widening and extending the influence she felt to be a sacred trust.

Who can estimate the value of these years of faithful service? To the student she became the incarnation of the truths they were striving to master, and lives were turned from fruitless endeavor into purposeful activity, by the quiet force of her works.

To us it seems that she was just entering into her highest usefulness, but by her Maker she was deemed worthy of rest.

BALTIMORE ALUMNAE ASSOCIATION.

Miss McPherson came to Pratt Institute as one of the instructors in the Kindergarten Department in the fall of 1903, and remained until the time of her death, March 2, 1904. Though here for so short a time her influence was widely felt. As an instructor she came into close sympathy with the students, was sympathetic, loving, just and helpful—an inspiration to nobler living. She was a training teacher in the best sense of the word, bringing to her work a strong, sweet, wholesome influence which helped all who knew her.

We who worked with her appreciate

her keen discrimination and sound judgment on all questions; her simplicity and directness in dealing with people.

When all life work is done the achievement in character stands out clearly. Her life was an example of simple living, high thinking and noble doing.

"Not all regret: the face will shine
Upon me, while I muse alone;
And that dear voice I once have known,
Still speak to me of me and mine."

PRATT INSTITUTE.
DEPARTMENT OF KINDERGARTENS.

ITEMS OF NEWS.

During July and August, Miss Anna H. Littell, supervisor of kindergartens of the Dayton (O.) public schools, will, as formerly, be one of the instructors of the summer term of the Grand Rapids (Mich.) Kindergarten Training School. Mrs. Elizabeth S. Slaght, graduate of Pratt Institute, will conduct a course in Industrial Arts, Miss H. Antoinette Lothrop a course in Primary Methods, and Mrs. Leila Cutler Larabee classes in Illustrative Blackboard Drawing. Classes in physical culture will be held at the Young Woman's Christian Association under the direction of Miss Mary Robinson.

The Association of Kindergartners, New Haven, Ct., held a Song and Game Festival on the afternoon of Froebel's birthday. Forty kindergartners and twenty young ladies from Mrs. A. H. Graves's Kindergarten Training School joined in the march, songs and games. A most delightful feature of the afternoon was a Maypole dance, given by the young ladies of the training school, and led by Miss Emily M. Sunderland, their training teacher. The superintendent of schools and the supervising principals of the various school districts were among the invited guests. A social hour followed the games.

The Brooklyn Kindergarten Union met at Pratt Institute, April 13. Resolutions were passed on the death of two of its valued members, Mrs. Lillian C. Williamson and Miss Margaret T. McPherson. The evening was given to a Round Table, conducted by Miss Fannibelle Curtis. *The Kindergartner*, Miss Curtis; *The Kindergartner and Her School Environment*, Miss Story and others; *The Kindergartner as a Program Maker*, Miss Ashbrook and others; *The Kindergartner as a Disciplinarian*: (a) *A Well Controlled Kindergarten*; (b)

Methods of Control, Miss Bliven and others; *The Kindergarten in Relation to New Phases of Kindergarten Work—Kindergarten Fads*, Miss Packard, Miss Leavenworth and others.

The King's Daughters' Free Kindergarten of Wheeling, W. Va., instituted at the Day Nursery a year ago, is rejoicing in the possession of a beautiful new room well adapted and equipped for its work. Forty children were in attendance during the opening week, and the prospect for an increased attendance is favorable. Under the direction of the kindergarten board, of which Mrs. Jacob Brettingham is president, mothers' meetings have been arranged which will prove a radiating center of widespread influence in the community.

In order to meet the needs of many students who are unable to be present during the entire six weeks of the Summer School at the New York University, kindergarten methods will be presented by Mrs. Maria Kraus-Boelté in two courses, each meeting two hours a day for three weeks. The first course, commencing July 6 and ending July 27, will include subjects concerning the field of the usual kindergarten training. The kindergarten Gifts, Occupations, games, songs, marches, stories, garden work, sand table, etc., will be viewed somewhat in detail, with practical illustrations. The second course, commencing July 28 and continuing until August 16, will give a more general treatment of kindergarten subjects, including Froebel's *Pedagogics*; *Mother Play*; some *History of Education* lectures; the social, ethical and religious training of children; self-activity; the psychological and physiological basis of Froebel's education; the *Education of Man*, etc. Students of the first course will find it advantageous to provide themselves with a set of kindergarten

materials, both Gifts and Occupations. Froebel's *Mother Play Book* and *Education of Man* are recommended to students of the second course. Both courses will include practical exercises of rhythm, songs and games. The university gymnasia will be open for students of the kindergarten courses daily until 1 p. m. The work of each course is complete in itself, so that either may be taken alone, but university credit is given only in case both courses are completed. Students taking one course will be charged the fee for a one hour course (\$15.00). Students taking both courses will be charged the usual tuition fee (\$25.00), which fee admits to all courses the student may elect, subject to the approval of the faculty.

Two years ago Miss May C. Richards of Geneva, N. Y., attended the I. K. U. in Boston as a delegate of the Washington (D. C.) Kindergarten Club. This spring Miss Richards formed an association of the Geneva public school kindergarten teachers under Superintendent Truesdell, and ten of the eleven kindergartners were represented at Rochester.

The birthday of Friedrich Froebel was the occasion, April 21, of a gathering of parents and some other invited guests at the kindergarten room of the public school at Montpelier, Vt. Misses Beckwith, Hadley and Blackwell received the guests, to each of whom was given a tiny badge in the form of a medallion bearing the portrait of the great educator, the children's friend. These were made by the children, as were also the red, white and black paper chains forming a background for the large picture of Froebel which occupied a prominent place in the room. There were other decorations, among which were bouquets of red and white carnations. As the children were not to attend the evening meeting they had held their celebration in the morning, in which they were joined by the class of 1903, now first grade pupils. In lieu of a birthday cake a Jack Horner "pie" was provided, from which each drew a "plum"; and there were other appropriate exercises. The relation between the first grade in charge of Miss Emma Foster and the kindergarten has been very close. The graduates have several times come back to the old room for treats, and in honor of Froebel's birthday presented Miss Beckwith with a beautiful rose, which was bought with their pennies and kept as a surprise until

the party. At the evening gathering Mr. E. M. Goddard of the school board spoke a few words of welcome and gave a brief sketch of Froebel's life and work. This was followed by a trip abroad with Mr. F. E. Parrott, through the medium of stereopticon views. Scenes from some of the world's principal cities, including a number in Germany, the birthplace of Froebel, were presented, very pleasantly occupying a portion of the evening. A piano solo by Professor Hathaway of the seminary, which was greatly enjoyed, closed the entertainment, after which the visitors were invited to inspect some of the children's work. Meantime refreshments were served. The evening was pleasantly informal and happily carried out by those in charge of the kindergarten and those who assisted.

Miss Emma Parrett of Washington Court House, Ohio, opened a private kindergarten at Wilmington, O., last November. Miss Parrett has twelve pupils and the work is progressing.

At the April meeting of the Kraus Alumni Kindergarten Association, which was held at The Tuxedo, New York city, on April 9, Mrs. Robert H. Neidé gave a lecture on *Birds*. The meeting was well attended and the lecture extremely interesting and helpful.

Miss Cynthia Dozier has resigned her position as superintendent of the New York Kindergarten Association.

A training school for kindergartners will be opened in Philadelphia, October 4, under the direction of Miss Caroline M. C. Hart, formerly director of Baltimore Training School, assisted by a full and able staff of instructors.

A "FROEBEL FESTIVAL" AT HELENA, MONT.

The birthday of Froebel was celebrated at the Auditorium, April 21, and the exercises, in which members of the kindergarten council and over 200 kindergarten pupils participated, were both interesting and instructive; interesting as showing the remarkable development of the little folk and instructive as showing the progress which can be made in all lines of school work through organized effort. The exercises were largely attended, a feature of the attendance being the large number of business and professional men present.

The decorations were in exceptionally good taste and were very elaborate. The

national colors were everywhere in evidence as were the German or kindergarten colors, red, white and black. Evergreens and potted plants were used in profusion, while very pretty designs had been worked on the floor in red paper. The furniture used by the children in their exercises was in rattan, and a large picture of Froebel was on the stage.

Printed programs had been provided for the occasion, on the outside of which were the words: "Helena Kindergarten Council, Froebel Festival," together with the date. On the first page were some "Words of the Masters," consisting of quotations from Froebel and others. A list of books for mothers was given further on in the program. On the last page were the names of the officers and members of the council and the kindergartens represented. The remainder of the space was taken up with the program itself, which was in two parts. Part I was devoted to papers by members of the kindergarten council as follows:—

PART I.

Invocation,

REV. J. A. BARNES.

Music, Violin Solo,

MISS FLORENCE GAGE.

President's Address.

Froebel and His Work.

MISS GENEVIEVE E. BOAG.

The Kindergarten and Soul Culture,

SUPT. RANDALL J. CONDON.

The Kindergarten: Its Influence on Home and Community.

MRS. E. STANTON HODGIN.

Festival March.

Hymn, *Childhood*.

BY THE COUNCIL.

As the *Festival March* was played the advance guard of 225 children, representing seven kindergartens, appeared, the children having been assembled at the high school building. At the head of the column and in front of each division marched a standard bearer carrying the stars and stripes, above which streamed a big white banner with the name of the school worked out in red letters. The color bearer was immediately followed by the kindergartner, after which came the children, marching by twos. The children were greeted with loud applause as they marched and countermarched, executing a number of intricate figures.

Each child wore a badge, the lower

portion of which was made of the national colors. In the center was a half tone picture of Froebel, while the badge was surmounted by a large rosette made of the kindergarten colors.

After the children had taken their seats on the floor in two large circles, the members of the Kindergarten Council sang the hymn, *Childhood*.

Part II was devoted to the exercises of the children as follows:—

PART II.

REPRESENTATION GAMES.

Skipping.

EMERSON KINDERGARTEN.

(a) The Bird's Nest,

(b) Minuet,

TRAINING SCHOOL KINDERGARTEN.

(a) Puss in the Corner,

(b) Musical Chairs,

BRYANT KINDERGARTEN.

Sense Training,

JEFFERSON KINDERGARTEN.

Song, *Jackie Frost*,

TEACHERS AND CHILDREN.

The Sandman,

ST. PETER'S KINDERGARTEN.

The Windmill,

HAWTHORNE KINDERGARTEN.

Transformation,

BROADWATER KINDERGARTEN.

(a) Fairies,

(b) Soldier Boy,

TRAINING SCHOOL KINDERGARTEN.

Song, *Gypsy Dandelion*.

TEACHERS AND CHILDREN.

Musical Interpretation.

EMERSON KINDERGARTEN.

Original Skipping.

BRYANT KINDERGARTEN.

Rhythm,

BROADWATER KINDERGARTEN.

The Bell Ringer,

HAWTHORNE KINDERGARTEN.

Salute to the Flag.

America.

The children's salute to the flag was one of the most interesting features of the afternoon. The kindergartners and children, at a signal, took positions along lines indicated on the floor, forming a five-point living star. Superintendent Condon said "Salute," at which the right hands of the 225 children came forward, and in unison they repeated the pledge to the flag:—

"I pledge allegiance to my flag and to the republic for which it stands—one

nation indivisible, with liberty and justice for all."

The children and spectators then joined in singing the first verse of *America*, which concluded the exercises.

GROWTH OF THE KINDERGARTEN IN SCRANTON, PA.

The coal mining and attendant industries of Scranton have attracted to it a large foreign population composed of Hungarians, Poles, Italians, Russians, Welsh and Germans. The children of these people offer a promising field for the free kindergarten and the inception of the movement in this city was made in 1893 in the organization of a Free Kindergarten Association by those whose wealth had been largely derived from the coal mines and who were among the first to appreciate the pressing need of some civilizing influence to be exerted upon these little foreigners. A large free kindergarten was organized with Miss Mary Salisbury of Brooklyn as director. After two years and a half, and the establishment of several other free kindergartens, she was succeeded by Miss Katherine Clark (now Mrs. W. S. Cooper of Providence, R. I.) and she in turn by Miss S. W. Underwood, a graduate of the Lucy Wheelock Training School, who has remained ever since and is now completing her seventh year as supervisor. The need of assistants had led to the training of a few young women by Miss Salisbury, and this was continued under Miss Clark's direction. Unwilling to carry it under existing conditions which they considered it impossible to change, Miss Underwood persuaded the Free Kindergarten Association, upon her advent, to abandon for the time being the work of training and concentrate effort upon the improvement of those kindergartens already established and the creation of a demand for kindergartens in the public school system. The School Board, at first very skeptical as to this new play school which they regarded as nursery work, were nevertheless induced to try the experiment of one public kindergarten, and in 1898 made an appropriation of \$1,000 for that purpose. This was increased to \$2,000 the next year, to \$4,000 the next, and so on, as confidence in it has increased, until this year (1904) when \$15,000 was set apart for kindergarten purposes.

In the meantime the Free Kindergar-

ten Association, having passed over its work and its supervisor to the School Board, ceased to exist as an active body, and constituted itself an Advisory Council subject to the call of the supervisor in need. From time to time in seasons of peace it has manifested its continued interest in gifts of pictures to the different kindergartens, in donations of bulbs in winter and seeds in the spring for kindergarten gardens, also in pecuniary assistance when kindergarten lecturers from out of town were desired, and in many other thoughtful and delightful ways.

As the number of kindergartens increased, the supply of local kindergartners became exhausted, and, as a strong and deeply rooted prejudice existed in the minds of the twenty-one men composing the School Board for the employment of home talent, great pressure was brought to bear upon the supervisor to establish a course of kindergarten training in connection with the regular normal department of the city schools. At the suggestion of City Supt. George W. Phillips it was decided to choose from the recent graduates of the high and normal schools

How's This?

We offer One Hundred Dollars Reward for any case of Catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENEY & CO., Toledo, O.

We, the undersigned, have known F. J. Cheney for the last 15 years, and believe him perfectly honorable in all business transactions, and financially able to carry out any obligations made by his firm.

WALDING, KINNAN & MARVIN,

Wholesale Druggists, Toledo, O.

Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system. Testimonials free. Price 75c. per bottle. Sold by all Druggists.

Take Hall's Family Pills for constipation.

Kindergartners who are willing to change their location for a better salary and advanced positions, should address Mr. Orville Brewer, Teachers' Coöperative Association, 100 Auditorium Building, Chicago. Mr. Brewer has frequently been called upon to fill such positions as principal or assistant in the public kindergartens of Milwaukee, Cincinnati, Covington, and other large cities, as well as private kindergartens. He prefers those with large experience, but often has positions for beginners who have had a thorough preparation.

the ten young women who should be found possessing greatest qualifications for kindergarten work, and to give them a year of specific kindergarten study with practice in the public kindergartens of the city. Associated with Miss Underwood in this were Miss Morse, a teacher of drawing, and Mrs. Barnes of music.

There are now thirteen kindergartens and a confident expectation of establishing at least four new ones in the fall.

An interesting feature of the work of the past year has been the gardening carried on by the kindergarten children. Ten of the thirteen kindergartens last year prepared the ground for gardens, sowed both vegetable and flower seeds, weeded, watered and cared for them, and before the close of the school year presented the supervisor and their parents with radishes, lettuce, onions and nasturtiums of their own raising. Seeds of marigolds, zinnias and nasturtiums were also given to the children to be planted at home and tended during the summer. In October a flower show was held at the high school to which the five hundred children of the different kindergartens sent the fruit of their labors. It was indeed a pretty sight and showed a most gratifying success on the part of the children.

One small boy whose home was in the crowded tenement house district, where he had no opportunity to plant his seeds, had walked a mile and a half to his grandmother's house in one of the suburbs of the city to plant them there, and faithfully trudged the distance every two

or three days all summer to water and weed them. Another child in a most rocky, barren and unattractive part of the city became so enthusiastic in her care and watchfulness of the seeds entrusted to her care that she inspired the mother also, who said, "If we have a flower garden we must have grass, too!" and heroic were her efforts to make it grow in that barren spot. She succeeded, however, and with the interest of the neighborhood in the experiment, we hope the seed of a possible village improvement society has been planted.

A sewing school for older sisters of the kindergarten children in one of the slum districts of the city is an outgrowth of the kindergarten work here and also weekly visitation of the children's ward of the state hospital for stories and songs with the little invalids.

S. W. UNDERWOOD.

A Training School for Kindergartners - - -

Will be opened in Philadelphia, October 4, 1904, under the direction of

Caroline M. C. Hart,

(late Director of Training School, Baltimore, Kindergarten Association.)

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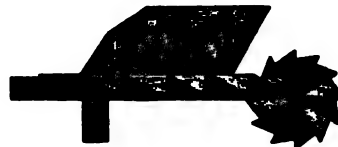
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